



TACOM LEADERSHIP SKILLS FOR THE 21ST CENTURY (AN EMPLOYEE PERSPECTIVE)

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Abstract

The purpose of this research is to see if the employees at the Tank Automotive and Armament Command (TACOM) Life Cycle Management Command (LCMC) agree that their leaders possess the skills, as identified in this research paper, needed to lead the organization in the 21st century. It is not the intention of the researcher to validate or verify the research completed by any prior Senior Service College Fellows (SSCF) class. The skills were identified from a literature review that shows what skills are needed to lead a 21st century global organization. This research focuses on TACOM employees at the GS-13 (or equivalent) level and below. The researcher surveyed civilian employees within four organizations at TACOM. These organizations are the Integrated Logistics and Support Center (ILSC), the Tank Automotive Research, Development and Engineering Center (TARDEC), the Program Executive Office for Ground Combat Support (PEO-GCS) and the Program Executive Office for Combat Support and Combat Service Support (PEO-CS&CSS). The survey consists of 45 questions that address each of the skills identified in the research literature, one question to rank the skills, one open ended question and 5 demographic questions.

The survey was sent to 1200 employees. Since the minimum sample to ensure a 95% confidence level was 292, the survey was sent to 300 employees of the four organization listed above. The researcher received 381 responses of which 373 were complete responses that met the criteria for the study. This represented a 31% return of completed surveys that met all the research criteria. Of the four organizations surveyed, the largest return was from PEO CS & CSS with 141 (38%) responding. The ILSC was next with 97 (26%) responding followed by the TARDEC and PEO GCS with 72 (19%) and 63 (17%) respectively responding.

The skills that were evaluated were vision, integrity, mentoring, communication, delegation, emotional intelligence, change management, rewards, time management and teaming. The evaluations were conducted in total, by organization, by gender, by experience and by education level. All evaluated data was validated with the personnel department at the TACOM LCMC to ensure it was representative of the four organizations surveyed. There was a total population of 4478 within the four organizations. The responses were statistically representative of each organization as a whole.

The responses from each organization for each of the 45 questions were more often than not positive. Overall, each organization rated their leaders positively stating that they agree that their leaders have the skills needed to lead their organization in the 21st century. The average positive response rate was in excess of 70% for each skill evaluated. However, the TACOM LCMC will need to address the 20%-30% negative response rate for some of the organizations.

The skills ranking section of the survey clearly and consistently showed that the top three skills that the employees believe their leaders need in the 21st century are Change Management, Mentoring and Vision. These three skills, ranked from 1-10, were separated by 2 points from the rest of the skills ranked. This ranking was consistent regardless of organization or gender. However, it was also consistent with what my literature review confirmed are the most important skills need in the 21st century. This literature suggested that the successful leaders must possess a vision that will lead their organization into the 21st century. (Berson, Shamir, & Avolio, 2001) They must be able to endure the turmoil that exists in today's corporate world. Being able to lead an organization through change is critical in surviving in today's global business environment. (Boyatzis, 2007) Finally, they must be able to groom their successor to someday lead the organization. (Day D. V., 2001)

Chapter 1 - Introduction

The desire to understand, define and explain the essence of leadership has interested researchers and scholars for many years. In their efforts to find an accurate and precise definition of leadership, multiple studies have been published in the last several decades alone. Most of these explanations have focused on a single person and his or her personal qualities and skills. Social scientists have tried to identify the abilities, traits, behaviors, sources of power or aspects of the situation that determine how effective a leader will be in influencing others. In his 1991 book "Leadership in the 21st Century", J.C. Rost claims that "Leadership is great men and women with certain preferred traits influencing followers to do what the leaders wish in order to achieve group/organizational goals that reflect excellence defined as some kind of higher-level effectiveness" (Rost, 1993).

So what truly distinguishes great leaders from good leaders? What are these "traits" or skills we find common to successful leaders? Thousands of books have been written on this subject. Many authors have outlined the leadership skills that made Abraham Lincoln, Martin Luther King Jr., Jack Welch and others the great leaders they were. Whether integrity, communication, vision or any of the other skills, each leader breaks down barriers that prevent his organization from moving forward. They improvise, adapt and overcome roadblocks that prevent success. They learn from mistakes of the past to ensure success for the future. Winston Churchill said it best; "Those that fail to learn from history, are doomed to repeat it." (Churchill, 1985) It is these leadership skills that have inspired leaders today. In an ever changing and complex world, leaders that can adapt on the fly are the ones that survive.

Today more than ever, we are witnessing a permanent "resetting" of the global business environment. (Bossidy, Charan, & Burck, 2002) Over half of the Fortune 500 companies listed in

1980 no longer exist (Harari, 2002). These companies were big, bulky and hindered by their old ways of doing business. They were companies with years of tradition and an inability to adapt to the changing environment around them. While their profits dwindled their competition flourished and adapted to survive in an ever changing world. These companies lacked the critical leadership skills needed to lead their companies in the 21st century.

It is the purpose of this research paper to explore whether employees at the Tank Automotive and Armament Command (TACOM) Life Cycle Management Command (LCMC), (from this point forward referred to as TACOM) believe their leaders possess the skills required to lead the organization in the 21st century. This issue was examined in an earlier paper by Deborah Struck in 2009. Struck looked at the same question, but from a senior leadership rather than from an employee perspective. Struck's assessment was based on interviews with senior leaders at TACOM. (Struck, 2009) This research reflects an employees' perspective and is not intended to validate or verify any findings in Struck 2009.

Background

Struck found that senior leaders in 19 organizations at TACOM believe they possess the skills necessary to lead their organization into the 21st century (Struck, 2009). The skills, or Executive Corp Qualifications (ECQ), identified in Struck 2009 include:

- 1) **Leading Change** – The ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent in this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment.
- 2) **Leading People** – The ability to lead people toward meeting the organization's vision, mission and goals. Inherent in this ECQ is the ability to provide an inclusive

- workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.
- 3) **Results Driven** – The ability to meet organizational goals and customer expectations. Inherent in this ECQ is the ability to make decisions that produce high quality results by applying technical knowledge, analyzing problems and calculating risk.
 - 4) **Business Acumen** – The ability to manage human, financial and information resources strategically.
 - 5) **Building Coalitions** – The ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments or international organizations to achieve common goals.
- (OPM,2006 as cited in Shuck, 2009)

Problem Statement

Leaders who lack the critical skills needed to lead their organizations in the 21st century are not able to ensure that their organizations will survive and thrive in the 21st century global economy. Their inability to bring about strategic changes, create an organizational vision, and build coalitions to achieve common goals will paralyze their organizations. The end result will be an organization that remains stagnant while more innovative organizations thrive in the 21st century global economy.

In 2009, Deborah Struck evaluated 19 TACOM organizations to determine whether the leaders possess the skills needed to lead the organization in the 21st century. She chose a qualitative research design method to collect data. In essence, she chose the “Troubadour Tradition” of research. (Curphy, Hogan, & Hogan, 2004) She interviewed 19 senior leaders from the grade of GS15 to Senior Executive Service (SES) in 19 different organizations. She

developed specific questions to determine whether senior leaders at TACOM were prepared to lead the organization in the 21st century.

While it is important that leaders are confident they possess the leadership skills necessary to succeed in the 21st century, it is also important that followers believe their leaders possess these important skills, and what employees believe are the most important leadership skill for the 21st century.

Purpose of this Study

The purpose of this study is to determine if TACOM employees agree that leaders at TACOM possess the critical leadership skills, as identified in this research paper, needed to lead the organization in the 21st century; and what employees believe are the most important leadership skills for the 21st century.

Research Questions

Do employees at TACOM agree that their leaders possess the skills needed to lead the organization successfully in the 21st century?

What do employees believe are the most critical skills their leaders need for their organization to succeed in the 21st century?

Research Hypothesis

H₀₁ There is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM.

H₀₂ There is no difference in the most critical leadership skills their leaders need for their organization to succeed in the 21st century as viewed by employees at the four organizations at TACOM.

H₀₃ There is no difference in employee perceptions of TACOM leadership skills based on gender.

Objectives and Outcomes

It is my intention to survey 1200 employees (GS-13 and below) at TACOM to see if they agree that their leaders possess the leadership skills needed to lead TACOM in the 21st century. I also intend to have the employees surveyed list the skills that are the most important skills needed to lead the organization in the 21st century. This will give TACOM leadership an employee perspective on leadership skills within their organizations. The findings can be used to supplement leadership training at TACOM.

Significance of This Research

Leaders exist to make things happen; that is to get the job done. They need the knowledge and skills necessary to accomplish tasks through the people they lead. In order to succeed in this global economy, leaders must possess certain skills identified through years of leadership studies. If TACOM is to succeed in the 21st century environment, its leaders must possess these skills. This research will provide information that will assist TACOM in identifying, assessing and developing the leadership skills necessary to succeed in the 21st Century.

Overview of the Research Methodology

This study employs a quantitative research method (Academic Tradition) (Curphy, Hogan, & Hogan, 2004) to collect the data and document the research. A survey will be sent to 1200 TACOM employees at the grade of GS-13 (or equivalent) and below in the four major “co-located” organizations at TACOM. The organizations surveyed are the Program Executive Office for Ground Combat Vehicles (PEO-GCS), The Program Executive Office for Combat

Support and Combat Service Support (PEO CS&CSS), The Tank Automotive Research and Development Engineering Command (TARDEC and the Integrated Logistics Support Center (ILSC). This survey asks questions that will indicate whether TACOM employees agree that their senior leaders have the leadership skills needed to lead their organizations in the 21st century. The survey will be divided into 3 sections; 1) 45 questions that address each of the 10 skills surveyed, 2) 10 skills, selected from the Chapter 2 – Literature Review that will be ranked from most to least important and 3) Demographic information on the employees and their organizations.

The face validity of the survey instrument was tested through a pilot survey of 25 people. The pilot survey resulted in minor changes to the survey questions, the addition of an open ended question and the addition of one demographic question. All changes were validated and approved through the IRB.

Limitations of the Study

The study will be limited to leadership skills at TACOM in the four organizations surveyed. Thus, the employee perceptions of their leaders' skills and of the most critical leadership skills are specific to these organizations. This study is limited to the research of this study. It is not intended to validate any findings from previous studies conducted by SSCF. The results at other installations may differ from these findings. The study is also limited to the opinions of the employees surveyed. Since no military employees were surveyed, the findings from this study may not apply to military leaders and employees.

Chapter 2 – Literature Review

Introduction

This chapter reviews the literature on leadership skills and the various theories that outline leadership skills in the past, present and future. This literature includes books, journals, articles and studies. This chapter begins with a review of the 10 leadership skills tested in this research. These ten skills are vision, integrity, mentoring, communications, delegation, emotional intelligence, change management, rewards, time management and teaming. Although the literature on the subject is extensive, this review is limited to these ten skills that the majority of researchers agree are critical for survival in today's global economy.

Overview

Well over 8000 books and articles have been written about leadership. (Stogdill, 1974) Still academic scholars and researchers have not agreed on a single definition that describes leadership, much less the skills required for successful leadership. However, there is a basic premise that they all seem to agree with - leadership involves getting something done. It involves accomplishing a goal and doing so by coordinating groups of people. (Curphy, Hogan, & Hogan, 2004) They also agree that although there are shortcomings in most findings, there are some findings that are both consistent and of value to the study of leadership. These findings outline certain skills or attributes that are found in most successful leaders today. They agree that what leaders bring to the table in terms of experience, skills, abilities, values and personality traits does matter. Having all the right attributes is no guarantee of leadership success, but it does considerably improve the odds. (Curphy, Hogan, & Hogan, 2004)

Situational Leadership Theories

Some academics have classified leadership as “Situational”. (Hersey & Blanchard, 1977) They theorized that the primary situational determinant of leader behavior is the task-relevant maturity of the subordinates. This maturity consists of two factors Job maturity and psychological maturity. (Hersey & Blanchard, 1982) Job maturity reflects the ability of the individual to perform the job where psychological maturity reflects how motivated the individual is to do the job. Hersey & Blanchard, (1982) argue that this is a factor of self-esteem and confidence. In other words; how trained are the individuals and how confident are they that they can complete the job?

Although scholars argue that the Hersey & Blanchard situational theory only makes minor contributions to leadership literature, Gary Yukl points out that most important is their focus on the truly situational nature of leadership, and their recognition of the need for behavioral flexibility on the part of the leader. (Yukl, 1981) In addition, their recognition of the subordinate as the most important situational determinant of appropriate leadership behavior seems justified and highly appropriate. (Barrow, 1977) After all, leadership involves accomplishing a goal by coordinating groups of people. (Curphy, Hogan, & Hogan, 2004)

Viewing leadership as a process means that leaders affect and are affected by their followers. It stresses that leadership is a two way interactive event between leaders and followers. To succeed in the shifting business landscape of the 21st century, leaders must rethink their historical views and develop a new design of attitudes and abilities. Leadership in the 21st-century is more than ever a complex matrix of practices, which vary by geography, organizational level, and individual circumstances. Effective leaders recognize their own leadership strengths and liabilities, adjust current strategies, adopt new strategies, and recognize strengths and liabilities in other people. (Achieve Global, 2009) The Ginnett Team Leadership

Model outlined in *Figure 1* shows the relationship between the leader, the followers and the situation. (Hughes, Ginnett, & Curphy, 2009) What is important to remember is that the leader, the followers and the situation all interact with each other. If a situation changes, then the interaction between followers and leaders can change dramatically.

One example of the dynamics of the leader-follower-situation scenario is Winston Churchill during World War II. He was a brilliant wartime leader, bringing the UK from the depths of despair at the beginning of World War II to being triumphant alongside its allies at the end. He was the undisputed genius of wartime leadership at that time. But in peacetime he was an average leader at best. Did he lose his touch? Did age and the effects of war wither away his ability to hold a nation together in peacetime? Maybe, but the greatest factor that tarnished Churchill's crown was that the peacetime situation was totally different from that in wartime. (Wren, 1995)

There are as many theories as there are research papers on what skills are needed to successfully lead an organization in the 21st century. Whether Situational based skills as outlined in "Management of Organizational Behavior: Utilizing Human Resources" (Hersey & Blanchard, 1982), experienced and timing based skills as outlined in "Leadership Skills in a Changing World" (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000), or leader capabilities based skills as outlined in "Cognitive and Interpersonal Abilities Related to the Primary Activities of R&D Managers" (Friedman, Fleishman, & Fletcher, 1992), most studies center around a core of capabilities that define successful leadership.

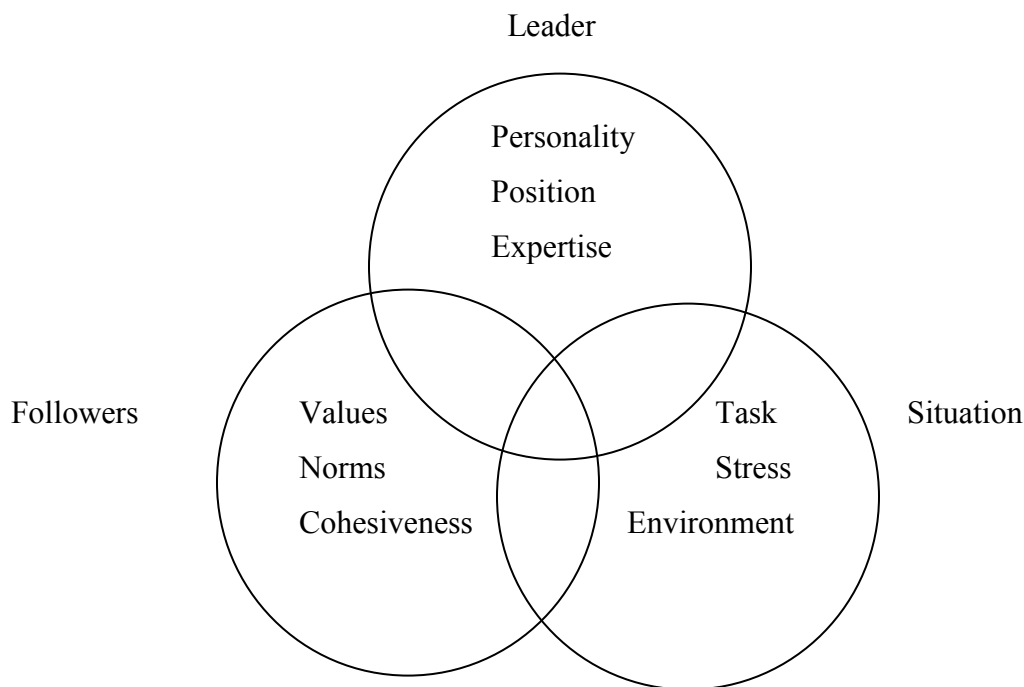


Figure 1. Interactional framework for analyzing leadership.

(Hughes, Ginnett, & Curphy, 2009)

Leadership Skills

This research paper focuses on the ten core skills that the majority of researchers agree reflect the skills needed in 21st century leadership. These skills are: Vision, Integrity, Mentoring, Communications, Delegating, Emotional Intelligence, Change Management, Reward, Time Management and Teaming. Each of these skills is addressed in the following.

Vision

Leadership starts with a vision; an inspiration that energizes followers to a common goal. In 1961, did John F Kennedy know something that the National Aeronautics and Space Administration (NASA) didn't, when he challenged them to land a man on the moon and return him safely to earth by the end of the decade? Did Dr. Martin Luther King look into a crystal ball when he envisioned a world of equality for all mankind? The answer to these questions is "no."

What these leaders had in common was an inspiring vision that compelled their followers to do the impossible to achieve that vision. It gave their followers something to believe in, work towards, and identify with. The vision did not come with instructions on how to achieve the vision; there were no “how to” manuals. It only came with set of values that set the standard for how to attain their vision. It is these values, or skills, that turn ordinary leaders into great leaders. The leadership vision is powerful because the senior managers and leaders believe in the vision and mission. Not just a statement hanging on a wall, the leadership vision is even more powerful because people live the leadership vision every single day.

Subordinates or “followers” need to feel connected to something bigger. (Day D. , 2000) That’s one view of what vision really is. That “something bigger” can be a personal ideal or principle, or it can be a larger context that people acknowledge as important. That’s where a leader comes in. Vision is the connection between what someone does and the “big picture” that requires the action. It’s the ability to see these connections and frame them in such ways that others can see them. Vision is seeing how the parts work together to achieve something larger. When vision is present, people can come together and reinforce each other’s efforts, creating synergy and a result that would otherwise not be possible.

“Strong” visions have been described as inspiring. (Baum, Locke, & Kirkpatrick, 1998) Great leaders always have a sense of direction and vision for their organizations. Forward looking is an integral piece to building trust in those working around the leader. This ability inspires those around you. The early story of General Motors’s Saturn division illustrates this concept of inspiring visions. Saturn was originally an experiment in automobile design and management styles. Employees got to transfer to the new division because they shared an enthusiasm for the new idea and way of working. Part of this new idea was the ability for any

employee on the assembly line to stop production on the line if there was a defect or problem found with the process or a specific part. By allowing individual employees to stop the assembly line, Saturn was able to ensure that the problem would be found early on in the manufacturing process, saving thousands of dollars. The exciting aspect of allowing employees to stop the assembly line is the power it puts in their hands. They feel totally committed and connected to the Saturn vision. The positive impact on employees is immeasurable, but the positive impact on the Saturn division is clear in saved time, reduced quality issues, and fewer recalls and defects. Employees understood the vision because leaders put the power to reach objectives literally in their hands. (Aakers, 1994)

A standard criticism of companies floundering in the marketplace is that they lack direction. The leaders don't have a clear strategy, and generally people don't seem to know where they are headed. Leaders fail to translate tomorrow's vision into today's activities. In short, there is no vision governing corporate operations. In their 1998 work on visionary leadership entitled *Charismatic Leadership in Organizations*, Conger and Kanungo states that "the leadership field tends to define vision around future-oriented goals that are highly meaningful to followers." (Conger & Kanungo, 1998) This notion of future oriented goals implies a direction to be pursued. However, "vision also clarifies a set of ideas, articulates a sense of purpose and highlights the uniqueness of an organization." (Conger & Kanungo, 1998) But, leadership vision goes beyond your written organizational mission statement and your vision statement. Ralph Nader once stated "A leader has the vision and conviction that a dream can be achieved. He inspires the power and energy to get it done." The vision of leadership "permeates the workplace and is manifested in the actions, beliefs, values and goals of your organization's leaders." (Day D. V., 2001)

Integrity

As the business world welcomed the 21st century, it had no idea of the transformation that would evolve less than 5 years into the new century. In the aftermath of 9/11, the Enron scandal, the demise of Arthur Anderson, the questionable practices at Tyco, Sotheby's, Global Crossing, Qwest, WorldCom and Xerox, the public opinion of the business world was at an all time low. (Tichy & McGill, 2003) Questionable business practices were running rampant and ethics and integrity were taking a back seat in the name of profits and greed. Around the world, the need for ethical leaders was never greater. We needed smart, gutsy leaders with integrity to get us through the minefields; leaders who could teach others to follow in their footsteps, hold firm to their values, and proliferate those norms across the organization. And, unfortunately, these leaders were, and still are in woefully short supply. (Tichy & McGill, 2003)

Philosophers have been discussing ethics for at least 2,500 years, since the time of Socrates and Plato. Back then, Marcus Aurelius summed it up when he said, "If it is not right, do not do it; if it is not true, do not say it." (Tichy & McGill, 2003) Some ethicists have considered ethical beliefs to be "state of the art" legal matters. In other words, what is an ethical guideline today is often a law, regulation, or rule tomorrow. Plato countered that with "Good people do not need laws to tell them to act responsibly, while bad people will find a way around the laws." (O'Toole, 1995)

The next great ideas regarding ethics occurred in the 17th and 18th centuries when the Catholic Church was becoming a powerful entity. Catholic philosopher Immanuel Kant established the "categorical imperative theory" (Johnson, 2008) stating "moral law is a product of reason and must be obeyed out of respect for that reason." (Johnson, 2008) This was based upon the rational versus irrational behavior thinking. Kant thought that all reasoning was based

upon rational thinking and thus, moral philosophy was a conception of reason. (Association, 2006)

In the early years of the United States, corporations were usually given state charters that held the organizations and officers to strict rules that included full liabilities, full disclosure of documents, the performance of a public purpose and a limited lifespan. (Association, 2006) After the Civil War, the country expanded westward and the “Industrial Revolution” had begun. Large business owners began to form huge companies, some of them monopolies, and gained a lot of political clout. In response, the Congress began passing some of the first laws designed to regulate the behavior of corporations. (Macauley, 2004) In addition to the laws intended to mandate more ethical behavior, the 20th century also saw the creation of the first code of conduct for businesses. Among the most important laws were the “Fair labor Standards Act of 1938, the Equal Pay Act, the Civil Rights Act of 1964 and the Age Discrimination in Employment Act of 1968. (Brown, 2005) Even with all the legislation, corporate giants like Ford Motor Company felt they could interpret laws to their benefit. This was never as obvious as it was with the Ford Pinto scandal.

The Ford Pinto was a compact car manufactured by the Ford Motor Company. It was first introduced in 1971, and was built through the 1980 model year. It became a focus of a major scandal when it was discovered that the car’s design allowed its fuel tank to be easily damaged in the event of a rear end collision. This damage often resulted in deadly fires and explosions. It was alleged that Ford was aware of this design flaw, but they refused to pay the minimal expense (\$5 per vehicle) of a redesign. The company allegedly did a cost benefit analysis that determined it would be cheaper to pay out to the families of the deceased than to improve the safety of the fuel tank. This was the “profit at any cost” mentality. (Association, 2006)

So, what causes people to not follow the prescribed ethical guidelines? A 2005 global study of over 1,100 managers and executives identified the top three factors most likely to cause business people to compromise their ethical standards. All three impact managers, as well as almost everyone else. The factors, in order, are pressure to meet unrealistic objectives/deadlines, desire to further one's career and desire to protect one's livelihood. (Ethics, 2006)

Legislation is not the only answer. Ethics start with people and leaders. Leadership may be the single greatest influence for ethical behavior. Leaders must set the standard and lead by example. They must establish an ethical environment with training and education. They must ensure a consistent communication of corporate values, coupled with leaders that support and model ethical behavior. Leaders are morally and legally bound to take corrective action when confronted with flagrant violations. This can go a long way towards ensuring an ethical corporate culture.

Mentoring

Having a mentor can be one of the most powerful developmental relationships ever experienced. Four out of five chief executives say that having a mentor was one of the keys to their success. (Peterson & Hicks, 1996) Hundreds of thousands of people from all walks of life and at all stages of their careers are able to point to deep, personalized learning they have obtained from a developmental relationship with someone of substantially greater experience, who has taken a direct interest in them

Mentoring, from the Greek word meaning enduring, is defined as a sustained relationship between a youth and an adult. Homer in the *Odyssey* concentrated on the task of grooming the prince for leadership with the assistance of Mentor, the King's wise old friend. (Homer, 800 BCE) Mentoring is a personal relationship in which a more experienced mentor acts as a guide,

role model and sponsor of a less experienced protégé. They provide protégés with knowledge, advice, challenge, counsel and support about career opportunities, organizational strategy and policy, office politics and so forth. (Hughes, Ginnett, & Curphy, 2009)

Just like relationship building, developing other people's talents is an art. Not everyone is proficient at mentoring. Developing others can be hard work. Not everyone is naturally capable of delivering constructive criticism. Nor is everyone observant enough to make note of another person's habits, including the habits that need to change. Being a role model or a mentor takes commitment. Unfortunately, not all role models and mentors recognize that. They think their protégés will simply observe and learn. But the fact is developing skills and talents in others take much more than just showing up. Approximately 65 % of the Global 1000 companies use some form of formal mentoring. (Peterson & Hicks, 1998)

For an organization, mentoring is a good way of efficiently transferring valuable competencies from one person to another. This expands the organization's skills base, helps to build strong teams, and can form part of a well planned succession strategy. Many apprenticeship programs are based on the principles of mentoring. (Finch & Maddux, 2006) These programs serve as a means to pass on valuable skills, knowledge and insights to the subordinates to help them develop their career. Mentoring can help the subordinate feel more confident and self-supporting. Subordinates can also develop a clearer sense of what they want in their careers and their personal lives. They will develop greater self-awareness and see the world, and themselves, as others do.

Communication

We are often told that we are living in an "Information Age," and indeed, communications and information technologies saturate our homes, our workplaces, our schools,

even our own bodies. And yet the “information age” of the 21st century has a rich and enduring history that takes us back to some of the most interesting and significant moments in history.

The history of communication technologies is as old as history itself. The history of communications would have to begin with the Phoenician alphabet, the early postal system in China, the use of homing pigeons in Ancient Greece, the legendary Roman roads, and the invention of the printing press among many other inventions. This history continued as our founding fathers considered it “absolutely necessary” that the new Constitutional Government circulate “knowledge of every kind” throughout the United States. In the late 18th century an “informed citizenry” was maintained through an efficient postal network. During the early republic, the postal system was widely hailed as one of the most important institutions of the day. No other institution had the capacity to transmit such a large volume of information on a regular basis over such an enormous geographical expanse. The stagecoaches and “Pony Express Riders” who delivered the mail were virtually synonymous with speed. (John, 1998)

No matter how well-organized and extensive, postal networks faced inherent limitations on their speed and capacity. Each written messages still had to physically travel from one place to another. That is why in the late 18th century, “the French began experimenting with a “telegraph” system that could transmit information in the form of visible light using a network of giant towers, wooden indicators, and semaphore code.” (Lubar, 1993) In 1832, Samuel Morse, began working on a prototype electric telegraph. Morse worked with both Joseph Henry and Alfred Vail to construct a working telegraph system that they first demonstrated in 1838. In the 1870s, Elisha Grey and Alexander Bell transformed speech into an electric signal in order to invent the telephone. In the 1890s Heinrich Hertz, Oliver Lodge, and Guglielmo Marconi

transformed electric signals into electromagnetic radiation and in doing so laid the groundwork for wireless telegraphy, radio, and television. (Lubar, 1993)

With all this technology, you would think that we could communicate effectively in the 21st century. We have just about every gadget known to man to convey our message. So why it that so many messages today are not communicated in a manner that is both received and understood clearly by the receiver? The answer to that question is the key to communication success for leaders today.

The purpose of communication is to get your message across to others clearly and precisely. Doing this involves effort from both the sender of the message and the receiver. It's a process that can be fraught with error. Messages are often misinterpreted by the recipient. When this occurs, it can cause tremendous confusion, wasted effort and missed opportunity. In fact, communication is only successful when both the sender and the receiver understand the same information. By successfully getting your message across, you convey your thoughts and ideas effectively. When not successful, the thoughts and ideas that you convey do not necessarily reflect your own, causing a communications breakdown and creating roadblocks.

Instead of communicating clearly in writing, in person and when using body language, poor communicators often work in a vacuum. They neglect opportunities to listen to peers, subordinates, customers or vendors, even when the issue has a significant impact on these very same people. They don't try to understand other positions and are quick to dismiss other points of view. Poor communicators demonstrate negative body language that discourages others from elaborating on their ideas, and rarely, if ever, give others their undivided attention. They often write inaccurately and don't adequately prepare for public speaking. The end result is that they come across as disorganized, insincere, or unconfident. Poor communicators forget that

manager-employee communication is a two-way street. They talk but they seldom listen. Often they don't read subtle cues from other people's gestures and tend to interrupt when others are speaking. Even when they don't interrupt, they're often too busy formulating what they'll say next to listen to what other people have to say.

In spite of the increasing importance placed on communication skills, many individuals continue to struggle with communicating their thoughts and ideas effectively. This inability makes it nearly impossible for them to compete effectively in the workplace, and stands in the way of career progression. Getting your message across is paramount to progressing. To do this, you must understand what your message is, what audience you are sending it to, and how it will be perceived. You must also weigh-in the circumstances surrounding your communications, such as situational and cultural context. To be an effective communicator you must get your point across without misunderstanding or confusion. To deliver your messages effectively, you must commit to breaking down the barriers that exist in the communication process.

Communicating in the 21st century involves dynamics never seen before in the business world. It involves all the issues discussed above with a twist. That twist is communicating across cultures. Today, managers are expected to be able to communicate effectively within their organizations and around the world. A phrase or expression that means one thing in America might mean something entirely different in China. Not only are managers required to know the ins and outs of cross cultural communications, they are also required to understand the cultural traditions that define the very people they are communicating with. Cross cultural misperceptions, misinterpretations and misevaluations are a source of many business failures in today's global business world. These failures are the direct result of leaders that are unable or unwilling to recognize their own failures when it comes to understanding others' cultures. A

failure to embrace this challenge may be the difference between success and failure in today's global economy.

Delegation

Delegation is one of the most important leadership skills. Good delegation saves time, develops your people, grooms a successor, and motivates. Poor delegation causes frustration, confuses the other person, and fails to achieve the task or purpose itself. So it's a management skill that's worth improving. Delegation isn't just a matter of telling someone else what to do. There is a wide range of varying freedom that you can give to the other person. The more experienced and reliable the other person is, the more freedom you can give. The more critical the task, the more cautious you need to be about extending a lot of freedom. We must delegate based upon the situation and task at hand. (Blair, 1993)

One of the most difficult tasks of leadership is to effectively delegate assignments to others. Delegating is a skill that must be put into practice very carefully. When successfully done, more is accomplished, which reflects favorably on the manager, the team member, and the organization. The book titled, *Delegation Skills for Leaders*, (Finch & Maddux, 2006) addresses the subject of delegation as an essential tool for leaders. Leaders want to be successful, and to be competitive they will work hard to achieve their goals. Delegation is a process that is designed to help the leader in the quest for success. But there are also risks. Unsuccessful delegated assignments reflect poorly on the manager. (Finch & Maddux, 2006)

Managers must develop employees who can improve their job performance and become more valuable to the organization. In this way organizations grow and their accomplishments soar. A key method of ensuring stronger employee performance is to delegate responsibility to the individual. Most employees want increased responsibility and are usually willing to take on

tough assignments. Strong leaders understand this and strive to develop others by delegating meaningful work assignments.

It's also important to ask the other person what level of authority they feel comfortable being given. When you ask, you can find out for sure and agree to this with the other person. Some people are confident; others less so. It's your responsibility to agree with them what level is most appropriate, so that the job is done effectively and with minimal unnecessary involvement from you. Involving the other person in agreeing the level of delegated freedom for any particular responsibility is an essential part of their development. Be creative in choosing levels of delegated responsibility, and always check with the other person that they are comfortable with your chosen level. People are generally capable of doing far more than we imagine. (Finch & Maddux, 2006) The rate and extent of responsibility and freedom delegated to people is a fundamental driver of organizational growth and effectiveness, the growth and well-being of your people, and of your own development and advancement.

Delegation is not some mysterious art available only to a chosen few. It is a basic management skill that involves a process that can be learned. By putting into practice "proven techniques, ideas, suggestions, and skills," (Finch & Maddux, 2006) you will become more effective at delegating. This will enhance your abilities as a leader, allowing you to achieve even more success.

Emotional Intelligence

With the release of his 1995 book on *Emotional Intelligence, Why It Matters More Than IQ*, Daniel Goleman started a "firestorm" in corporate America. (Goleman, 1995) His book caused many to rethink common, existing definitions of intelligence, and to focus on the more functional aspects of interpersonal and personal strengths. The theory of being able to measure

emotions and use them to determine success or failure had never been breached. However, given the fact that the theory is based upon psychological concepts, it is important that we understand what the term “Emotional Intelligence” really involves and what the basis is for this theory. To do this we need to understand how intelligence studies began and how they relate to this theory.

When the theories about intelligence first surfaced they centered on the cognitive skills of memory and problem solving. However, early on there were scientist who believed that non-cognitive skills were just as important. David Wechsler defined intelligence as “the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.” (Wechsler, 1958) As early as 1940 he wrote about “non-intellective” and “intellective” elements of thinking. (Wechsler, 1940) Wechsler viewed intelligence as an effect rather than a cause, and asserted that non-intellective factors, such as personality, contribute to the development of each person’s intelligence. (Wechsler, 1940) In essence he was including personal and social factors into the equation. Wechsler was saying that the non-intellective abilities are essential for predicting one’s ability to succeed in life.

Wechsler was not the only researcher who saw the non-cognitive side of intelligence as being important for a person to adapt and be successful. Robert Thorndike and Saul Stein were writing about this theory in 1937. In their journal article they describe the concept of “social intelligence” as the ability to get along with other people. (Thorndike & Stein, 1937)

These original views on intelligence continue to be validated 60 years later. Although researchers criticized the lack of a theoretical foundation in Wechsler’s “intelligence scale,” they have discovered through a closer look at his original conceptions and development important clues to his theoretical views. These views were focused on the classification of individuals based on their overall level of cognitive functioning. Even today “Wechsler’s concept of

intelligence as a global construct tapped by the measurement of different abilities is consistent with current research on intelligence.” (Coalson & Weiss, 2002)

By the time the term “Emotional Intelligence” surfaced in 1990, most researchers were aware of the previous work on non-cognitive aspects of intelligence. The real pioneers of the term emotional intelligence, Peter Salovey and John Mayer described emotional intelligence as “a form of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions.” (Salovey & Mayer, 1990) They also initiated a research program intended to develop valid measures of emotional intelligence and to exploit its significance. This research eventually led to Daniel Goleman writing “Emotional Intelligence.”

In his book Goleman identified five „domains” of Emotional Intelligence as:

1. Knowing your emotions.
2. Managing your own emotions.
3. Motivating yourself.
4. Recognizing and understanding other people’s emotions.
5. Managing relationships or managing the emotions of others.

By developing our Emotional Intelligence in these five domains we can become more productive and successful leaders, and help others to be more productive and successful too. The process and outcomes of Emotional Intelligence development also contain many elements known to reduce stress for individuals and organizations, by decreasing conflict, improving relationships and understanding, and increasing stability, continuity and harmony. (Goleman, 1995)

Change Management

The makeup of most organizations at the turn of the 20th century was hierarchical. It was a structure of managers and workers all organized in their boxes and outlined as a ladder that you needed to climb in order to be successful. This structured outline can be seen in *Figure 2*. This structure placed the CEO at the top of the organization looking down as his workforce looked up.

Then a massive historic change in the 70^{'s} and 80^{'s} came as organizations started to realize that their current structure was not conducive to success in a world of “blurred boundaries” and global competition. In order to survive they would have to break out of their boxes and “liberate” their organizations to fit into an organization that could thrive in the present and future global economy. (Hesselbein F. , 2008) They created more fluid organizations that would have a massive impact on their organizations work. They created a fluid and flexible organization chart that emphasized management as a center with no top or bottom. Information began to flow across organizations instead of up and down. Leadership began to understand the goodness and the power that change had on their organizations. No longer were they constrained with the ideas of the past but enlightened with the expectations of the future. A sample of this type of organization can be seen in *Figure 3*.

Change is hard. But effective managers know how to handle it. They can adjust to new circumstances. When things are ambiguous, they remain comfortable. In a crisis, they seek solutions. It's often been said that the only constant is change. The trick is to keep a clear head, manage expectations and enable change. Knowing how people process change allows a manager to identify challenges early, understand motivational needs of his employees and maximize team performance. Strong managers are change agents.

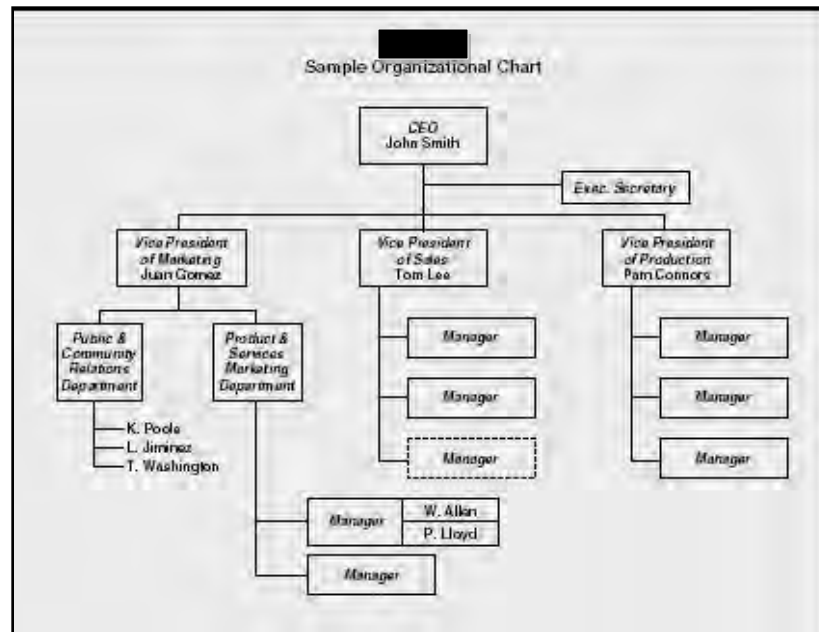


Figure 2. Sample hierarchical organization chart.

In the workplace, people on the receiving end of change often face uncertainty, self-doubt, confusion, and fear. At such times, what they need more than anything else is information, reassurance, encouragement, empathy, and feedback. Yet these are the very things that are most often lacking, as those in charge focus their attention on the technical aspects of the change and treat the people affected as an afterthought. And then they are puzzled when the people affected don't immediately welcome the change, support it, and adjust to it. (Karten, 2009)

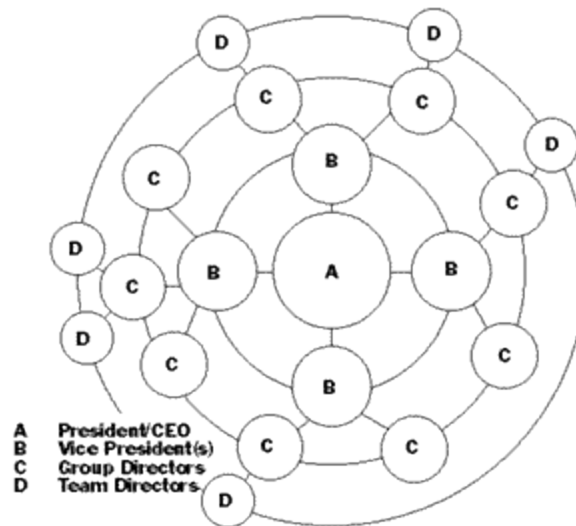


Figure 3. Sample “Liberated” organizational chart.

There are three major factors that energize change in today’s organizations; globalization, information technology and consolidation of industries. (Kanter, 1999) In today’s global economy, organizations need greater reach to survive. They need to be more “fluid, inclusive and responsive.” (Kanter, 1999) They need to be able to manage a more complex flow of information, grasp new ideas quickly and spread those ideas throughout the organization. The truly successful organizations are the ones that invoke changes that allow their organizations to quickly absorb the impact of the information they receive and respond appropriately to that information.

Change is disruptive. Even if you do everything right, major change usually generates a good bit of grumbling from those on the receiving end. But ignoring the impact of a change on those who will be affected sets the stage for an experience that will be far worse for them and also for those implementing the change. (Kotter J. P., 1996) The failure to communicate appropriately and adequately with those affected both in advance of the change and as it proceeds, is a major flaw in a great many change efforts. The key to successful change

management is that the desired changes “must not only reflect the wishes of the leader but also the desires of the followers.” (Rost, 1993)

In today’s global economy no organization is immune to change. (Kotter J. P., 1998) To cope with this change leaders have fundamentally changed the way their organizations do business. They have created a culture where change is a mission focused effort that involves not only those that are directing the change, but also those that are affected by the change. (Hesselbein F. , 1999) Whether it is Total Quality Management (TQM), Business Process Re-engineering (BPR) or Lean Six Sigma (LSS), today’s organizations manage and embrace change.

Reward

One way to change the direction of behavior is through rewards and punishments. A reward is “any consequence that increases the likelihood that a particular behavior will be repeated”. On the other hand, “punishment is the administration of an aversive stimulus which decreases the likelihood that a particular behavior will be repeated”. (Hughes, Ginnett, & Curphy, 2009) When properly implemented, there is evidence that shows that rewards can be an effective way to improve a follower’s motivation and performance. (Curphy, Hogan, & Hogan, 2004)

The psychology of motivation is tremendously complex, and what has been unraveled with any degree of assurance is small indeed. (Hackman, Lawler III, & Porter, 1983) Some research outlines the obvious; that incentives motivate employees to perform. However, I would argue that incentive is not necessarily synonymous with motivation. If a leader wants an employee to accomplish a certain task and they offer an incentive upon completion of that task, is it the leader or the employee that is motivated? The leader is motivated to complete the task and therefore incentivizes the employee to accomplish the task. So, how do we as leaders instill

motivation in our workforce? That is the true test of any successful rewards and recognition program.

According to the study “*Work in America*” the primary cause of dissatisfaction of white and blue-collar workers on the 70’s was the nature of their work. (Fein, 1974) In other words; they hated their jobs! Their jobs failed to fulfill Maslow’s need hierarchies of “Esteem” and “Self Actualization”. (Maslow, 1943) This theory is based upon premise that people need to grow and develop. Once the need is satisfied then the motivation ceases.

Employees must feel engaged in their work process. The “*Story of Saturn*” is again, a prime example of this engagement. By allowing individual employees to stop the assembly line, Saturn was able to ensure that the problem would be found early on in the manufacturing process. The employees felt totally committed and connected to the Saturn process. (Aakers, 1994)

Simply rewarding individual performance is not enough in today’s global workforce. Leaders must create innovative ways to recognize not only individual performance, but also group performance. With the ever changing organization structure within our global economy, leaders can no longer think strictly horizontal or vertical within their organizations. Sometimes these groups or teams encompass workers from within and outside the organization. The truly successful leaders must create a reward system that rewards employees that are both within and beyond their direct control. (Bowen, 2000)

Today’s leaders know that their future depends on creating first-rate employees: the kind of men and women they can teach and trust. Reliable, able, ambitious people who respond to guidance rather than requiring supervision or micro-management; employees who understand that real success is shared by everyone from the senior manager to the most junior member of the

team. (Dauten, 1999) They understand how to become a true leader with the skill and insight to attract and recruit exceptional employees and help them reach their full potential. A major part of that skill and insight includes an innate ability to reward great performers. Whether time off, cash bonus, stock options or various other rewards, they are innovative with their reward system. They understand that rewarding employees is not only critical, but also essential if they are to retain talent in today's global economy.

Whether its incentives, engagement or some other motivating factor, today's TACOM leadership must incorporate an all encompassing rewards and recognition program. One that makes employees feel engaged in the process, incentivized appropriately and recognized for their contributions. We have started to see some of these incentives like flex work week, on-the-spot rewards and employee of the quarter. It's a good start, but if we are to maintain a high performing workforce, more innovative rewards and recognition will be needed to be great leaders in the 21st century.

Time Management

With good time management skills you are in control of your time, your life and your stress and energy levels. You make progress at work. You are able to maintain balance between your work, personal, and family lives. You have enough flexibility to respond to surprises or new opportunities. Why then do we always hear the statement that "there are not enough hours in a day?" (Covey & Merrill, 1994) That's because the majority of us don't manage time efficiently or effectively. These days people seem to have more to do than ever before and many feel obligated to do it all. When it comes to planning our project we are experts; when it comes to managing our own time we are neophytes or worse.

Until the mid-18th century, most people led simple one-dimensional lives as small-scale farmers, fishermen, or artisans, and their work output depended on natural forces such as the sun and the wind. The concept of time management depended on agricultural tempos, tides, weather, and seasons. For instance, daylight hours determined work hours, inclement weather determined holidays, and productivity depended on the “vicissitudes of the growing season.” The sun and the moon determined time. (Levinson, 2004)

By the nineteenth century the industrial revolution caused a shift from a mostly agricultural society to an industrial based economy. This caused the need for time management to gain momentum. The enlightened views of scholars and scientists such as Isaac Newton began to gain ground. Isaac Newton’s ideas about the disciplined working of the universe strongly influenced the thought and science of the age, and people began to discipline their lives likewise. (Levinson, 2004)

As the industrial revolution took hold, with the development of the automated factory, people began to be governed more and more by machine time. Work steadily moved out of homes and small workshops to large factories. To maximize work time, management set fixed workday schedules and installed factory clocks and bells to establish operating hours and to call workers. The earliest factories ran from sunrise to sunset and workers received pay by the day. Gradually, standard work time was implemented and patterns developed that separated leisure from work. (Larkin, 1988)

In 1884, diplomats and scientists met at the International Meridian Conference, held in Washington, and recommended that the world’s nations decree a prime meridian in Greenwich, England. From that location, longitude would be counted east and west from the prime meridian up to 180 degrees in each direction. They also decreed that a universal day be adopted beginning

in Greenwich at midnight. After the British Nautical Almanac was published in 1767 many nations had adopted Greenwich Time for navigation and for scientific observations. World time didn't become standardized until 1884. (Landes, 1983)

Today, there are hundreds of time management approaches, and the urgent need for multi-tasking and balancing work and home give time management more emphasis than ever before. Stephen R. Covey, author of the bestseller "*First Things First*" (Covey & Merrill, 1994) has categorized the post-World War II modern-day evolution of time management into four generations:

1. **First generation:** The first generation of time management is the traditional and rudimentary approach based on clock-based reminders and alerts.
2. **Second generation:** The second generation of time management approaches focuses on planning and preparation of work schedules and events, including setting time-based goals.
3. **Third generation:** The third generation of time management approach aims at prioritizing various tasks and events, and controlling tasks using schedulers.
4. **Fourth generation:** The fourth generation of time management approach is the contemporary approach. This approach, like the third generation approach, aims at prioritizing various tasks and events, but aims at prioritization based on importance of the task rather than the urgency. This approach also concentrates on the efficient and proactive use of the various time management tools.

The traditional time management approaches recommend doing things effectively to gain control over lives. While this held true in the past, Stephen Covey advocates a principle-centered approach to time management by doing the right things rather than doing whatever is in front faster. (Covey & Merrill, 1994)

In the twenty-first century we have the capacity to divide the second into much smaller pieces and this has made an important difference in the technologies we depend on. We have computers, cell phone networks, radio and television broadcasting, deep-space vehicles, and power transmissions. We can also buy watches that receive electronic messages and telephone pages, watches that store information about appointments, watches that prompt their owners to remember birthdays, and watches that pick up GPS signals to provide latitude and longitude. (Stephens, 2002) We have more new combination gadgets that have been developed to help us manage our time. Yet we still can't seem to master the skill of time management.

Teaming

Over the last 40 years, there has been a growing trend towards the utilization of teams in just about every organization. Executives will tell you that teamwork is essential to survival. As assignments are given and work is performed, team members contribute to the final outcome by working independently to complete their task. However, it is only when each team member completes his or her assigned task that the ultimate solution is provided and the team succeeds. With so much attention dedicated to teams and teamwork in today's organizations, it is no wonder so much time is spent on teaming and the factors that impact the effectiveness of teams. (Hughes, Ginnett, & Curphy, 2009)

Teams have become a dynamic force in the world of business. There are cross functional teams, quality circles, customer service teams, integrated product teams, autonomous work

groups, and even virtual, electronically linked teams. Vested with autonomy, information, and responsibility, today's teams don't just do, they decide. Although team activity often determines the success or failure of a project, research about how teams really work has not kept pace with team growth in industry. (Salas, 2009) With that in mind, let's look at those factors affecting teaming.

Teams definitely vary in their effectiveness. The Center for Creative Leadership's research with teams indicates eight key characteristics differentiate between successful and unsuccessful teams. (Hallam & Campbell, 1992) These include clear mission, high performance standards, technical skills, resources and equipment, planning, organizing, communications and interpersonal conflicts. Understanding these characteristics and how they interact with each other, can provide leaders with ideas on how they can increase the effectiveness of their teams. Team effectiveness requires that a leader think leadership not as a function of the leader, but as a function of the team. (Hughes, Ginnett, & Curphy, 2009) The Ginnett Team Leadership Model (*Figure 4*) emphasizes that leadership is a team function. It identifies what the team needs to be effective, and then points the leader towards the roadblocks that are hindering the team. This in turn will make the team more effective. As the model shows, the inputs are at the individual, team and organizational levels. The input level consists of the individual characteristics of the followers, the design of the team itself and the organizational systems that create the environment in which the team will operate. (Hughes, Ginnett, & Curphy, 2009) The leader can directly influence inputs to create the conditions for effective teamwork.

The process at the center of the model is those actions that produce the outputs at the top. Specifically, it deals with how teams behave while they are doing their task. This level feeds into the output stage that tells whether customers are satisfied with the team product, whether the

team improves and develops into a performing unit and whether followers are satisfied to be members of the team.

On the outside of the model we see dream, design and develop. In the book *The wisdom of the Team*, Katzenbach and Smith suggest that Dream is the most important step in teamwork. (Katzenbach & Smith, 1994) The team needs a clear vision of where they are going and what tasks need to be accomplished. In the design layer the leader must ensure that the team has the right members, they have been trained and equipped properly to accomplish their mission and the team has the proper attitudes and values. In other words, they have done the design work to accomplish the mission. The final level is the develop level. This level allows the leader to continue to refine the team and find ways to improve it. Adequately managing all three levels is an important key to successful teams. (Hughes, Ginnett, & Curphy, 2009)

In today's society, leaders operate in a shared-powered environment with followers. No longer does a single leader have all the answers and the power to make substantial changes. Instead, today we live in world where many people participate in leadership, some as leaders and others as followers. Only when we all work together can we bring about success for our mutual purposes. This is never more apparent then with sports teams. In basketball the shooter depends on a proper pick to allow him time to shoot the basketball. In football the running back depends on the line blocking to open the gap for him to run through. With industry we see the same dependence on teams to bring about success to the organization. When you add a third factor to consider, situation, one begins to see the dynamic interaction that takes place in the everyday work environment.

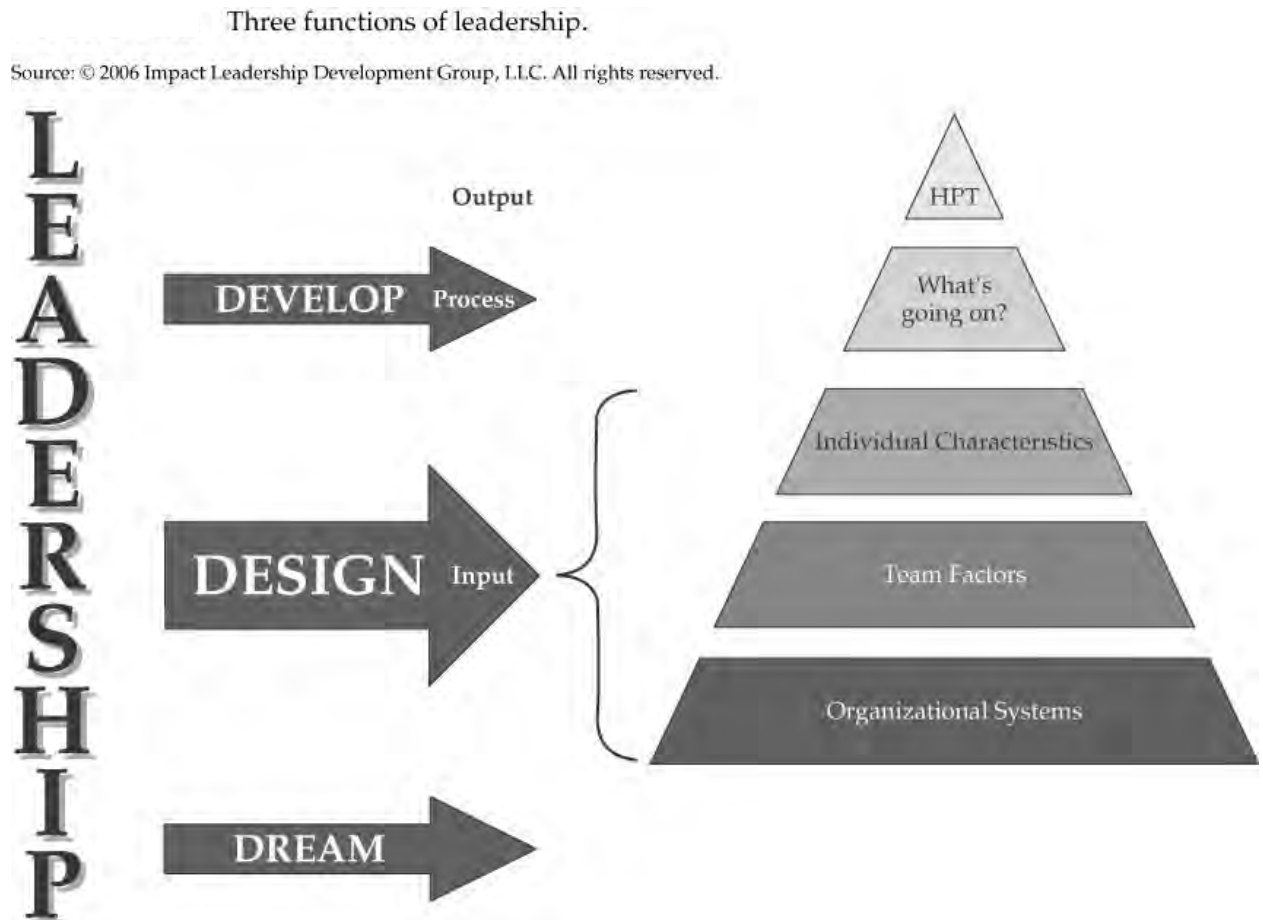


Figure 4. Ginnett team leadership model.

The *Figure 5* interactional framework outlines the relationship between the leader, follower and situation. This interactional framework is another important key to successful teams.

It's not enough for us to just understand the interactional framework outlined in *Figure 5*. In today's global business world we are constantly facing cross cultural situations that we must not only understand, but also be able to adapt to in order to ensure our strategies succeed.

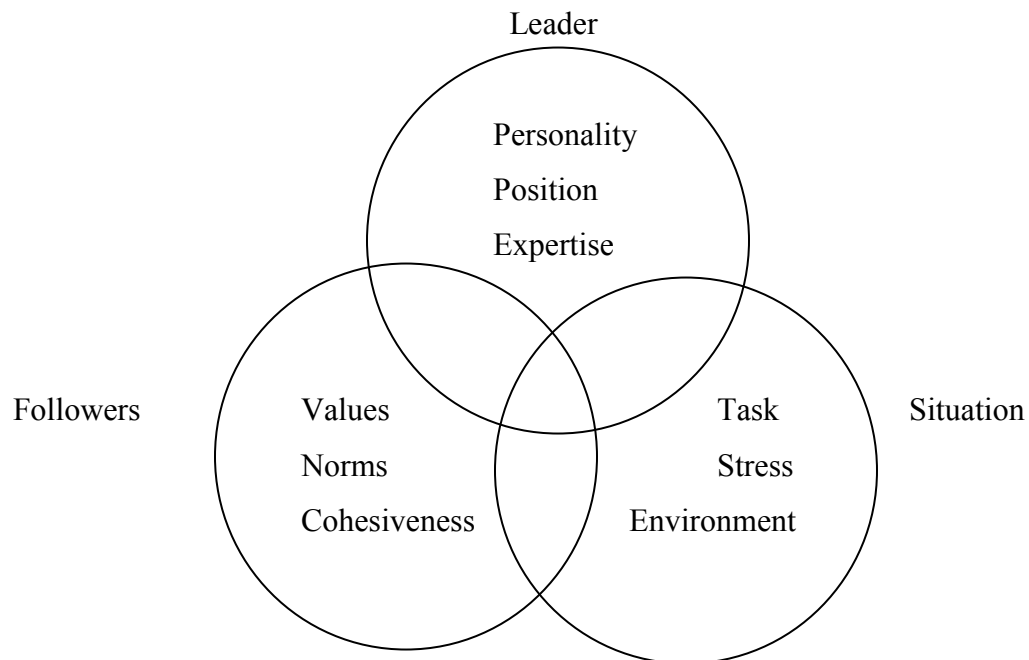


Figure 5. Interactional framework for analyzing leadership.

Domestically and globally, the multicultural workforce has become a reality. (Tang & Kirkbride, 1986) The impact of multiculturalism will vary based upon the extent to which an organization has a multicultural workforce. TACOM leadership must understand not only the interactional framework of teaming, but also the cultural dynamics and cross-cultural interactions that are taking place throughout the organization. This is another critical consideration when choosing successful teams.

Chapter 3 – Research Methodology

Introduction

This chapter describes in detail the research methodology used to answer the research questions and test the hypothesis. It begins with the statement of purpose, research questions and hypotheses, and the sample used in this study. Next, the research procedures are presented including IRB approval, the survey instrument, the pilot study, and data collection procedures.

Statement of Purpose, Research Questions and Hypotheses

The purpose of this study is to determine if TACOM employees agree that leaders at TACOM possess the critical leadership skills needed to lead the organization in the 21st century; and what are the most important skills TACOM leaders need to lead the organization in the 21st century.

Research Questions

Do employees at TACOM agree that their leaders possess the skills needed to lead the organization successfully in the 21st century?

What do employees believe are the most critical skills their leaders need for their organization to succeed in the 21st century?

Research Hypothesis

H₀₁ There is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM.

H₀₂ There is no difference in the most critical leadership skills their leaders need for their organization to succeed in the 21st century as viewed by employees at the four organizations at TACOM.

H₀₃ There is no difference in employee perceptions of TACOM leadership skills based on gender.

Research Design

Prior to the collection of data for research with human participants, the researcher is required to gain approval of the research project from the Institutional Review Board (IRB) at Lawrence Technological University. The researcher is required to follow guidelines that protect the rights and welfare of individuals as it relates to their voluntary and confidential participation in this research. This approval required the completion of the IRB Application for Approval to Conduct Research with Human Participants, the LTU Consent Form, and the LTU Confidentiality Agreement. The IRB application for this survey was submitted on September 12, 2011. The IRB approved the application for this research on September 23, 2011 for a period of one year. The IRB approval letter is at Appendix A.

Survey Instrument

There are three primary methods of designing a research study. They are qualitative, quantitative and mixed methods. This study uses the quantitative method to conduct the research because this allows one to create a larger and more representative data base, and to statistically compare the responses to the survey. The survey instrument is in Appendix B.

The survey questions were developed by the researcher based on the review of the literature in Chapter Two. There were 45 skill related questions using a 4 and 5 point Likert response format. These skills related questions are evaluating the 10 skills identified by the research, and are the basis for this research paper. One question asked the participants to rank the 10 skills in order of importance. The survey concluded with one open- ended question and 6 demographic questions. The survey was completed by respondents through Survey Monkey.

The Informed Consent Form on the first page of the survey informed the participants that their participation was completely voluntary, that their responses would be anonymous, they did not have to answer any questions they didn't want to answer, and that they could stop at any time during the survey. As shown in Appendix B the survey consists of 45 questions that addressed ten skills: (1) Vision, (2) Integrity, (3) Mentoring, (4) Communications, (5) Delegating, (6) Emotional Intelligence, (7) Change Management, (8) Rewarding, (9) Time Management and (10) Teaming. All skills contained single-answer questions, and there were multiple questions that addressed each of the 10 skills. The questions were categorized as outlined in *Table 1* below. One question was used to prioritize these 10 skills assessed. Each respondent prioritized the skills from 1 to 10 in order of importance. The final open- ended question was used to gather additional comments from the respondents. These open ended responses are listed in Appendix C.

The demographic information is used to test for differences in perceptions of leadership skills and in the most critical leadership skills by organization and the demographic profile of the respondent.

Leadership Skill Evaluated				Question #		
Vision				12, 33		
Integrity				3, 4, 30, 44		
Mentoring				20, 22, 32, 35, 36		
Communication				2, 5, 8, 14, 40		
Delegation				6, 9, 15, 26, 46		
Emotional Intelligence				10, 17, 18, 25, 27, 38		
Change Management				21, 23, 24, 45		
Reward				7, 11, 31, 37, 39, 42		
Time Management				13, 19, 28, 43		
Teaming				16, 29, 34, 41		

Table 1. Leadership skills evaluated by question number.

Survey Participants

The survey participants for this study were 1200 TACOM employees in four separate organizations. The four organizations surveyed were the Tank Automotive Research Design and Engineering Center (TARDEC), the Integrated Logistics Support Center (ILSC), the Program Executive Office for Ground Combat Systems (PEO-GCS) and the Program Executive Office for Combat Support and Combat Service Support (PEO-CS&CSS). The researcher was provided a list of names of all GS-13 and below from each of these organizations. The researcher obtained the email addresses of the names provided through the public distribution list on the TACOM global address site in September 2011. Since the names were provided in an excel database, the researcher used the random () function to do a random sort of each of the four databases. The total population of the four lists provided was 3850 names. In order to make the research sample manageable and comparable among the four organizations, the researcher chose 300 names from each of the lists provided. That created a sample size of 1200. This number was determined using the Sample size formula:

$$n = [(Z^2 * p * q) + ME^2] / [ME^2 + Z^2 * p * q / N]$$

Where: Z = 1.96 for 95% Confidence Level

N = Population Size (3850)

ME = Margin of Error (5%)

p = Portion of Sample Surveyed (set to conservative 0.5)

q = 1 – p

n = Sample Size

Therefore:

$$n = \frac{(1.96)^2(0.5)(0.5) + (.05)^2}{(0.5)^2 + ((1.96)^2(0.5)(0.5) / (3850))}$$

$$n = 321$$

By using the above formula to determine the adequate sample size for this research, the researcher can assure a 95% confidence level that the test of significance are valid and that the differences are not due to chance. Since 3850 was the sample size, the confidence level is 95%.

The survey was administered through Survey Monkey's web site using an email invitation that allows the researcher to track the responses. This allows the researcher to send survey reminders only to participants who had not yet completed the survey. An initial email and two reminders were sent during a three week period. Additionally, this method allowed for mass customization within the email invitation using the survey recipient's chosen to receive the survey. A general hyperlink was provided in the email for the recipients to access the survey. However, this method does not allow the researcher to track completed surveys. Respondent information was only available if the participant requested a copy of the findings when completed. All other respondents remained anonymous.

Pilot Study Procedure

A pilot study was conducted in two phases to test and refine the survey instrument and its administration. First, the researcher sent the survey to one LTU professor and three Defense Acquisition University (DAU) professors for feedback. The survey was reviewed by these four professors and feedback was collected. Based on their feedback, various questions were rephrased, some questions were added and the open-ended question was added for any additional comments. Next, an online pilot survey was conducted. A total of 25 individuals participated in the survey consisting of random names from the databases provided. These names were checked to ensure that they were not part of the survey population of 1200. There were 12 responses to the pilot survey. Based on the feedback of the 4 professors and the results of the pilot study,

some minor changes and clarifications were made. The survey was then finalized and sent to the 1200 participants on October 12, 2011.

Data Analysis Methodology

The data analysis for this study was based on the quantitative survey data collected. The quantitative data analysis consisted of reliability and validity analysis, descriptive statistical analysis and inferential statistical analysis. A table will be used to summarize the open-ended question to develop themes from the responses. The categories used for the table are positive comments, negative comments and neutral comments.

The mean scores were calculated for the responses to the questions for each skill. The mean scores and standard deviations were computed based on the responses of participants for each question. The null hypotheses were tested at the 95% confidence level.

Validity & Reliability

Validity is concerned with answering the question “Is the data representative of the process or system under scrutiny?” (Kiemele, Schmidt, & Berdine, 2000) There are different kinds of statistical validities that are relevant to research and experimentation. Each of these is important in order for the experiment to give accurate predictions and draw valid conclusions. The four basic types of statistical validity are statistical conclusion validity, internal validity, construct validity and external validity. (Maxwell & Delaney, 2004) Statistical conclusion validity was used for this study. This type of validity ensures that the conclusion that is being reached from the data sets obtained from the study is actually right and justified. For example, the sample size should be large enough to predict any meaningful relationships between the variables being studied. If not, then conclusion validity is being violated. In this study statistical

methods were used to measure the validity of the sample size to confirm the survey sample was representative with a 95% confidence level.

Descriptive Statistical Analysis

Descriptive statistics were generated for all the leadership skills and demographic information. The descriptive statistics are more focused on the demographic data evaluated in this survey using the mean, mode, standard deviation ranges, and number of responses. When analyzing the scores for each leadership skill, the mean score was recorded. In addition, the answer selected by the largest number of participants for each leadership skill was recorded as the mode. The ranking of leadership skills was analyzed using frequency analysis.

Hypothesis Testing

Inferential statistics are used to make inferences about the population based on the analysis of the sample data collected (Trochim & Donnelly, 2008). Hypothesis testing was conducted with analysis of variance (ANOVA). The null hypotheses was tested at the 95% confidence level, $\alpha = 0.05$ (two-tailed tests). Hypotheses were tested for differences in the responses to leadership skills among the four organizations surveyed. Hypotheses were also tested for differences in the responses to leadership skills based on gender. An ANOVA analysis was also completed to determine if there was a statistically significant difference in the ranking of the ten skills across the 4 organizations.

Summary

This chapter described the research methodology used in this study. The chapter began with revisiting the statement of purpose, research questions, hypotheses, and the conceptual model presented in Chapter One. Next, the chapter outlined the sample used in this study. The research procedures were discussed in detail, which include IRB approval, the survey instrument,

the pilot study, and data collection methods. The last section in this chapter described the data analysis methodology, which includes testing the validity of the survey instrument, and the methods for analyzing the quantitative data collected for this study. The results of the study are presented in Chapter 4 – Findings.

Chapter 4 – Findings

Introduction

The purpose of this study is to determine if TACOM employees agree that leaders at TACOM possess the critical leadership skills needed to lead the organization in the 21st century; and what are the most important skills TACOM leaders need to lead the organization in the 21st century.

The following research questions were explored during this research:

- 1) Do employees at TACOM agree that their leaders possess the skills needed to lead the organization successfully in the 21st century?
- 2) What do employees believe are the most critical skills their leaders need for their organization to succeed in the 21st century?

The following Hypotheses were tested during this research:

- 1) H₀₁ There is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM.
- 2) H₀₂ There is no difference in the most critical leadership skills their leaders need for their organization to succeed in the 21st century as viewed by employees at the four organizations at TACOM
- 3) H₀₃ There is no difference in employee perceptions of TACOM leadership skills based on gender.

The results of the survey have been analyzed and summarized by showing any significant areas where the findings do or do not support the hypothesis, and where the findings are or are

not consistent with the literature. The findings will also show whether the survey sample is representative of the TACOM organization.

This chapter presents the results of the research. The objective is to answer the research questions and hypotheses; and to determine if there are any statistically significant differences in the responses to these questions between the organizations surveyed and the gender of the respondents. This chapter discusses the descriptive and inferential statistical results for the 45 questions, as well as the skills ranking for each organization surveyed. It begins with a description of the demographics of the sample that will be compared with TACOM demographics to determine if the sample is representative.

Following the demographic data is an analysis of the 45 questions that were grouped by category in *Table 1*. The questions were analyzed to determine whether TACOM employees rated their supervisors favorably or unfavorably in each of the 10 skills evaluated. This will answer research question 1: Do employees at TACOM agree that their leaders possess the skills needed to lead the organization successfully in the 21st century? A statistical comparison was made for each of the answers to the 45 questions among the 4 organizations surveyed. An analysis of variance was completed to determine if there is any statistically significant difference between the responses by the four organizations surveyed. This analysis allows us to accept or reject null hypothesis H_{01} "There is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM."

The researcher analyzed the skills to determine the skills the four organizations believe are the most important for leading TACOM in the 21st century. A statistical comparison was made for each of the answers to the 10 skills among the 4 organizations surveyed. Hypothesis testing was conducted with Analysis of variance (ANOVA). The null hypotheses was tested at

the 95% confidence level, $t = 0.05$ (two-tailed tests). This will answer research question 2: “What do employees believe are the most critical skills their leaders need for their organization to succeed in the 21st century.” This will also test null hypothesis H_{02} “there is no difference in the most critical leadership skills their leaders need for their organization to succeed in the 21st century as viewed by employees at the four organizations at TACOM.”

The responses were also analyzed to see if there were any statistically significant differences between the responses of male and female respondents. This analysis tests null hypothesis H_{03} “There is no difference in employee perceptions based on gender.”

Finally, the themes developed from the open-ended question were to determine if the response was positive, negative or neutral.

Survey Sample

The survey was sent to 1200 employees within the 4 major organizations at TACOM.

The four organizations were:

- 1) The Program Executive Office for Combat Support and Combat Service Support (PEO-CS&CSS)
- 2) The Program Executive Office for Ground Combat Systems (PEO-GCS)
- 3) The Tank Automotive Research, Development and Engineering Center (TARDEC)
- 4) The Integrated Logistics Support Center (ILSC).

300 employees were surveyed from each organization. Of the 1200 employees surveyed, 381 surveys were returned. Out of the 381 returned surveys, 373 were complete surveys that met the criteria outlined in Chapter 1. This is a 31% response rate that meets all research criteria. The demographics of the completed surveys are outlined in *Figure 6* below. Of the four organizations

surveyed, the largest return was from PEO CS & CSS with 141 (38%) responding. The ILSC was next with 97 (26%) responding followed by the TARDEC and PEO GCS with 72 (19%) and 63 (17%) responding respectively.

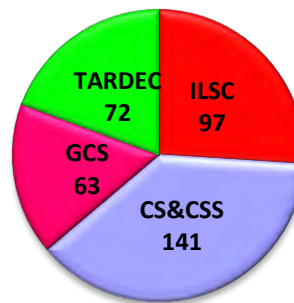


Figure 6. Number of respondents by organization.

Descriptive Statistics

Figure 7 below shows the gender of the respondents. The data shows that 243 (65%) of those responding were male and 130 (35%) were females. The researcher validated the data with the Personnel Department at TACOM to see if this was representative of the four organizations surveyed at TACOM. The total population of the four organizations is 4478. The breakdown by gender is 3045 (68%) male and 1433 (32%) female making the sample clearly representative of the organizations surveyed.

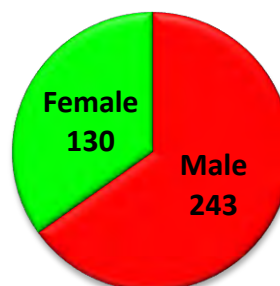


Figure 7. Number of respondents by gender.

The intent of this research is to survey employees at the GS-13 level (or equivalent) and below. *Figure 8* below shows the breakout of the 373 surveys by grade. Of the 373 returned surveys, 62 (17%) are NH-I, 57 (15%) are NH-II, 218 (58%) are NH-III, 22 (6%) are DB-III and 14 (4%) are DE-III. Since 68% are NH-III or equivalent, one might infer that over 2/3 of the survey respondents are relatively experienced TACOM employees. However, this is not the case as shown in *Figure 9* below.

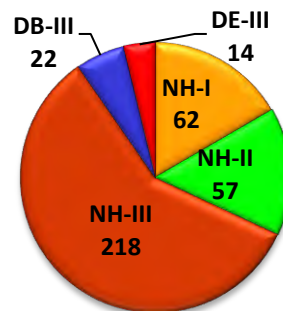


Figure 8. Number of respondents by grade.

The experience of those responding is outlined in *Figure 10*. Out of 373 respondents, 284 (76%) had 10 or fewer years of experience. It also shows that based on *Figure 8* above; there are a large number of NH-III's at TACOM with less than 10 years of experience. These data underscore the importance of this study because the sample is largely drawn from potential future leaders at TACOM.

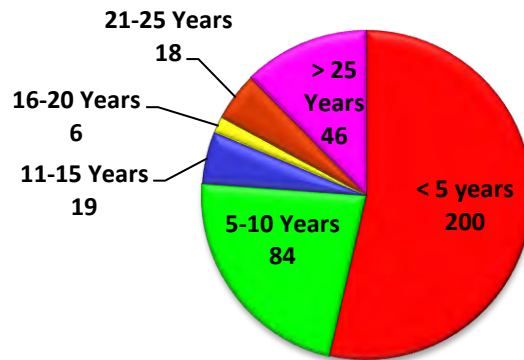


Figure 9. Experience of respondents in years.

The education level of those responding is outlined in *Figure 10* below. Out of 373 respondents, 368 (99%) had at least some college. Of those responding, 278 (75%) had a bachelors, masters or doctorate degree. Since the majority of TACOM employees are educated above the high school level, this result indicates that the respondent database was a well educated sample that was representative of the TACOM population.

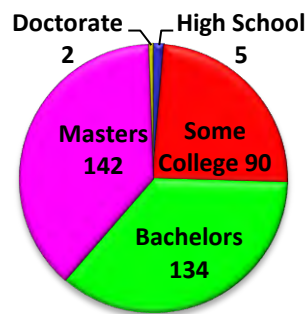


Figure 10. Education level of respondents.

Research Questions and Hypothesis Testing

The first research question asks: Do employees at TACOM agree that their leaders possess the skills needed to lead the organization successfully in the 21st century? H_{01} states: There is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM. H_{02} states: There is no difference in the most critical

leadership skills their leaders need for their organization to succeed in the 21st century as viewed by employees at the four organizations at TACOM. The results outlined below will be used to answer the first research question, as well as test hypotheses H_{01} and H_{02} .

As shown in Appendix B, a total of 45 questions were asked to assess whether employees at TACOM agree that their leaders possess the skills needed to lead the organization successfully in the 21st century. The questions addressed the following 10 critical leadership skills identified in the literature:

- | | |
|------------------|---------------------------|
| 1) Vision | 6) Emotional Intelligence |
| 2) Integrity | 7) Change Management |
| 3) Mentoring | 8) Rewarding |
| 4) Communication | 9) Time Management |
| 5) Delegating | 10) Teaming |

These questions were developed using four and five point Likert scales. The questions address each of the 10 skills. Additionally, the researcher did an ANOVA for each of the skills to determine if there is a significant difference in the responses among the 4 organizations. The results of the ANOVA are displayed for each skill below.

Vision

Figure 11 below shows the results for leadership vision. The results show that 73% of the respondents are either satisfied or very satisfied that their leader communicates a clear vision with recognizable goals for the organization and its people. The results also show that 82% of the respondents are either satisfied or very satisfied that they have a good understanding of the mission and goals of their organization.



Figure 11. Survey results for Vision questions 12 and 13.

An analysis of variance (ANOVA) was performed to determine if there is any statistically significant difference between the responses from the four organizations surveyed. The results of the ANOVA test are displayed in *Table 2* below. The results ($P=.09$ and $P=.13$) show that there is no statistically significant difference in the responses from the four organizations.

<i>Question</i>	<i>Skill</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>	<i>Result</i>
12	Vision	2.03	0.826	2.114547	0.097969	2.629099	Fails to reject H_{01}
33	Vision	1.79	1.041	1.887381	0.131252	2.629099	Fails to reject H_{01}

Table 2. Vision ANOVA results.

This standard hypothesis testing method results in failure to reject the hypothesis H_{01} with regards to the skill Vision; that there is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM. Therefore, there is no difference in employee perceptions of the skill “Vision” among the four organizations surveyed.

Integrity

Figure 12 shows the results for leadership integrity. The results show that 90% of the respondents are either satisfied or very satisfied that their leader demonstrates honest, ethical behavior at all times. The results also show that 79% of the respondents are either satisfied or very satisfied that their leader leads by example, that 70% of the respondents say their leader

rarely or never compromises their integrity and that 71% of the respondents agree somewhat or strongly agree that their leader sets the standard and leads by example.

An ANOVA was performed to determine if there is any statistically significant difference between the responses from the four organizations surveyed. The results of the ANOVA test are displayed in *Table 3* below. The results ($P=.78$; $P=.40$; $P=.03$; $P=.66$) show that there is no statistically significant difference in the responses from the four organizations.

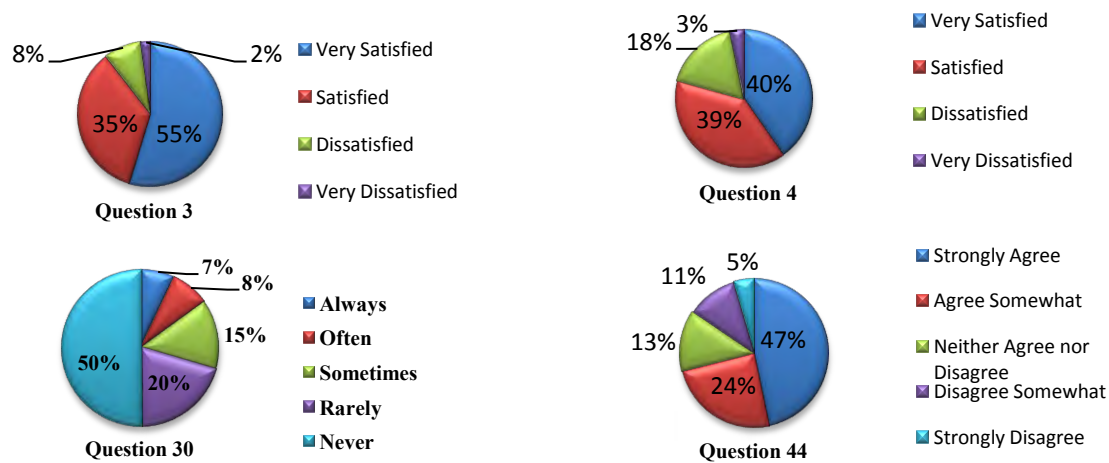


Figure 12. Survey results for Integrity questions 3, 4, 30 and 44.

Question	Skill	Mean	Standard Deviation	F	P-value	F crit	Result
3	Integrity	1.58	0.735	0.359208	0.782506	2.629099	Fails to reject H_{01}
4	Integrity	1.84	0.825	0.976099	0.404016	2.629099	Fails to reject H_{01}
30	Integrity	3.99	1.265	2.970071	0.031837	2.629099	Fails to reject H_{01}
44	Integrity	2.02	1.206	0.521404	0.667804	2.629099	Fails to reject H_{01}

Table 3. Leadership Integrity ANOVA Results.

This standard hypothesis testing method results in failure to reject the hypothesis H_{01} with regards to the skill Integrity; that there is no difference in employee perceptions of the skills

possessed by the leaders among the four organizations at TACOM. Therefore, there is no difference in employee perceptions of the skill “Integrity” among the four organizations surveyed.

Mentoring

Figure 13 shows the results for Leadership mentoring. The results show that 86% of the respondents always, often or sometimes agree that their leader develops employees so that they can succeed, 79% of the respondents always, often or sometimes agree that their leader provides positive feedback on how they can develop their skills, 69% of the respondents either agree somewhat or strongly agree that their leader fairly evaluates employees during annual evaluations, 80% of the respondents agree somewhat or strongly agree that their leader treats all employees fairly and 71% of the respondents agree somewhat or strongly agree that they respect their supervisor.

An ANOVA was also performed to determine if there is any statistically significant difference between the responses from the four organizations surveyed. The results of the ANOVA test are displayed in *Table 4* below. The results ($P=.89$; $P=.49$; $P=.81$; $P=.71$; $P=.84$) show that there is no statistically significant difference in the responses from the four organizations.

This standard hypothesis testing method results in failure to reject the hypothesis H_{01} with regards to the skill Mentoring; that there is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM. Therefore, there is no difference in employee perceptions of the skill “Mentoring” among the four organizations surveyed.

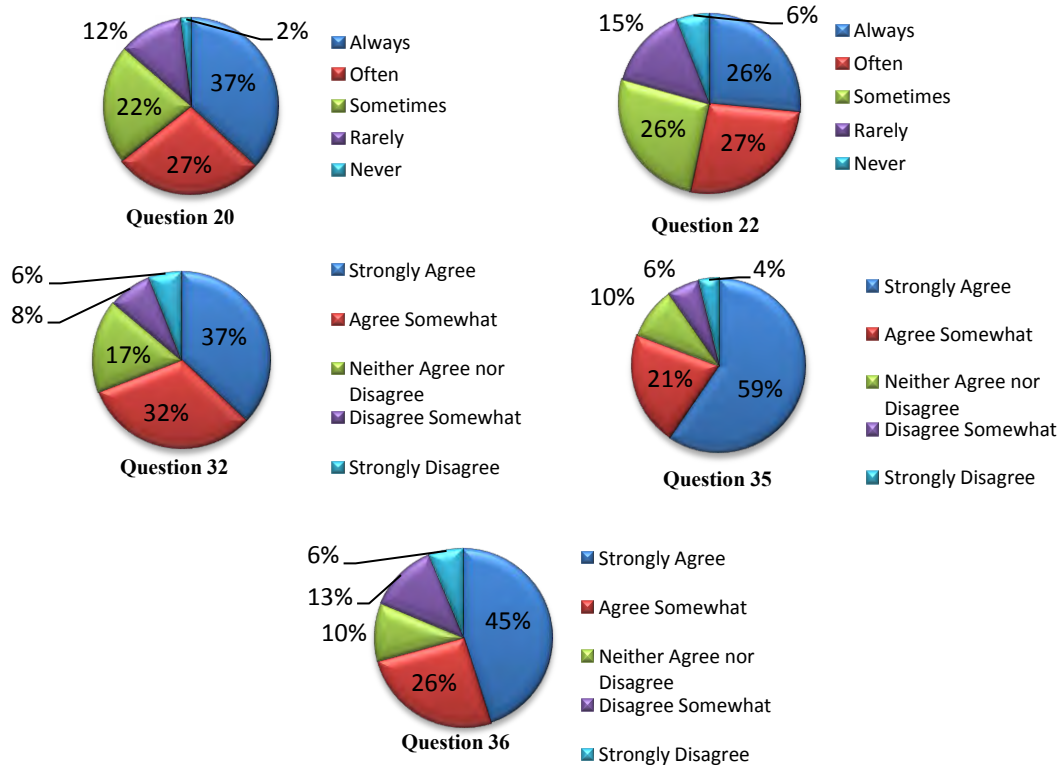


Figure 13. Survey results for Mentoring questions 20, 22, 32, 35 and 36.

Question	Skill	Mean	Standard Deviation	F	P-value	F crit	Result
20	Mentoring	2.14	1.100	0.199416	0.896759	2.62909871	Fails to reject H_{01}
22	Mentoring	2.47	1.197	0.798283	0.495435	2.62909871	Fails to reject H_{01}
32	Mentoring	2.14	1.173	0.309042	0.818856	2.62909871	Fails to reject H_{01}
35	Mentoring	1.73	1.094	0.455367	0.713659	2.62909871	Fails to reject H_{01}
36	Mentoring	2.09	1.269	0.273079	0.844813	2.62909871	Fails to reject H_{01}

Table 4. Leadership Mentoring ANOVA results.

Communication

Figure 14 shows the results for communication. The results show that 80% of the respondents are satisfied or very satisfied that their leader states expectations clearly and confirms that employees understand those expectations, 81% of the respondents are satisfied or very satisfied that their leader makes and clearly communicates decisions immediately, 74% of the respondents are satisfied or very satisfied that their leader communicates clearly and effectively to groups, 87% of the respondents are satisfied or very satisfied that their leader encourages other people to talk, and ask appropriate questions and 82% of the respondents agree somewhat or strongly agree that their supervisor encourages honest and open communication from employees.

An ANOVA was also performed to determine if there is any statistically significant difference between the responses from the four organizations surveyed. The results of the ANOVA test are in *Table 5* below. The results ($P=.96$; $P=.92$; $P=.78$; $P=.50$; $P=.45$) show that there is no statistically significant difference in the responses from the four organizations surveyed.

This standard hypothesis testing method results in failure to reject the hypothesis H_{01} with regards to the skill Communication; that there is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM. Therefore, there is no difference in employee perceptions of the skill “Communication” among the four organizations surveyed.

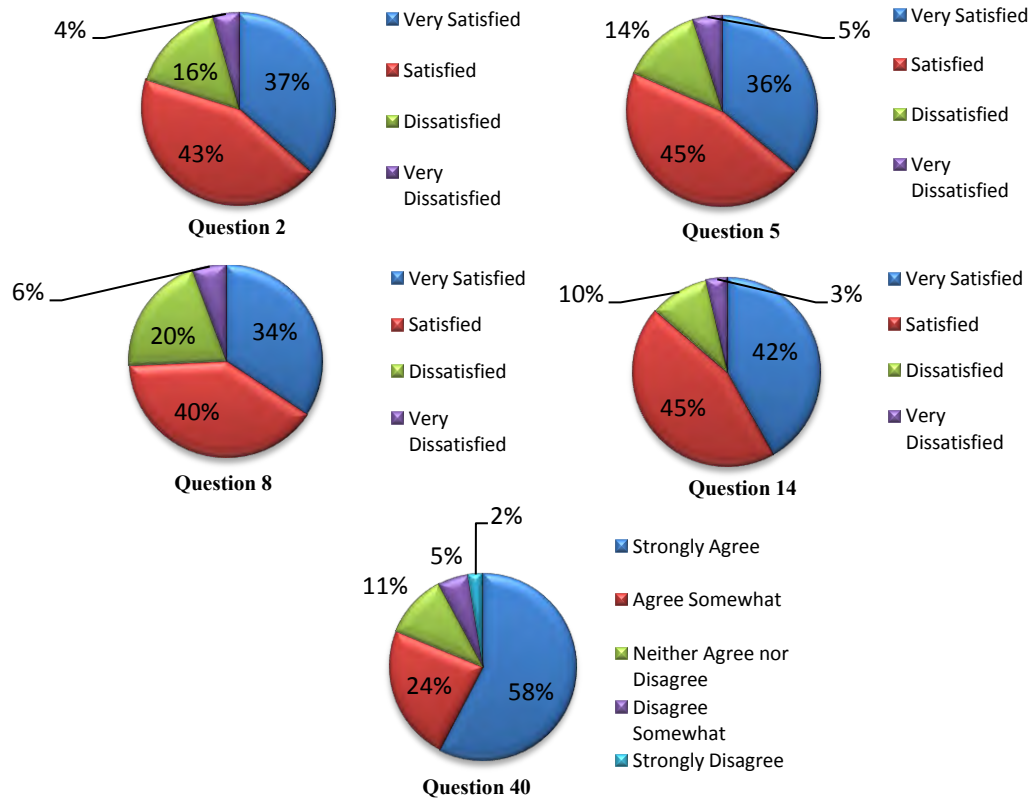


Figure 14. Survey results for Communication questions 2, 5, 8, 14 and 40.

Question	Skill	Mean	Standard Deviation	F	P-value	F crit	Result
2	Commo	1.88	0.826	0.088419	0.966377	2.629099	Fails to reject H_{01}
5	Commo	1.87	0.822	0.153789	0.927221	2.629099	Fails to reject H_{01}
8	Commo	1.97	0.878	0.359344	0.782407	2.629099	Fails to reject H_{01}
14	Commo	1.75	0.775	0.788989	0.500635	2.629099	Fails to reject H_{01}
40	Commo	1.71	1.019	0.876814	0.453183	2.629099	Fails to reject H_{01}

Table 5. Leadership Communication ANOVA results.

Delegation

Figure 15 shows the results for leadership delegation. The results show that 78% of the respondents are satisfied or very satisfied that their leader involves others in the planning process, 78% of the respondents are satisfied or very satisfied that their leader delegates in a way that encourages others to have full ownership, 85% of the respondents are satisfied or very satisfied that their leader delegates a job then allow them to do the job, 90% of the respondents always, often or sometimes agree that their leader delegates responsibilities to the appropriate employees and 71% of the respondents agree somewhat or strongly agree that their supervisor delegates in an efficient and effective manner.

An ANOVA was also performed to determine if there is any statistically significant difference between the responses from the four organizations surveyed. The results of the ANOVA test are in *Table 6* below. The results ($P=.38$; $P=.12$; $P=.64$; $P=.83$; $P=.56$) show that there is no statistically significant difference in the responses from the four organizations surveyed.

This standard hypothesis testing method results in failure to reject the hypothesis H_{01} with regards to the skill Delegation; that there is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM. Therefore, there is no difference in employee perceptions of the skill “Delegation” among the four organizations surveyed.

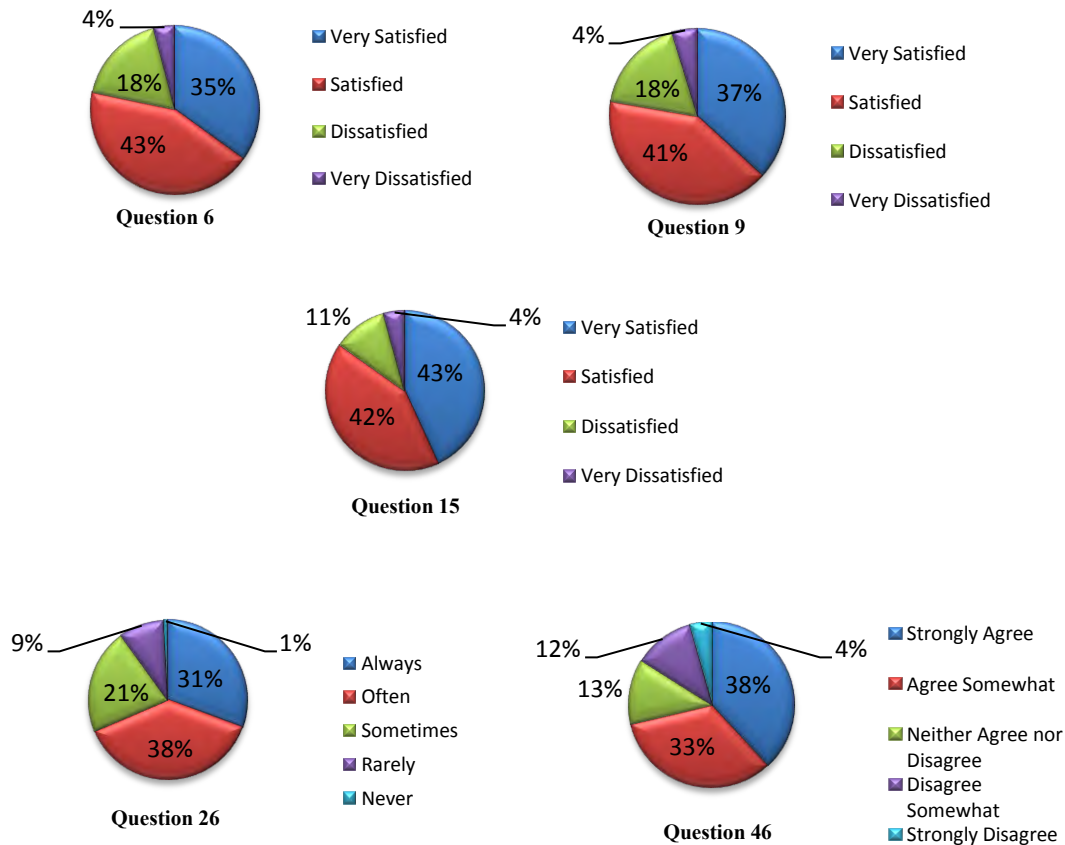


Figure 15. Survey results for Delegation questions 6, 9, 15, 26 and 46.

Question	Skill	Mean	Standard Deviation	F	P-value	F crit	Result
6	Delegate	1.91	0.825	1.013841	0.386542	2.629099	Fails to reject H_{01}
9	Delegate	1.90	0.848	1.955015	0.120348	2.629099	Fails to reject H_{01}
15	Delegate	1.76	0.812	0.55373	0.645929	2.629099	Fails to reject H_{01}
26	Delegate	2.12	0.973	0.282016	0.838382	2.629099	Fails to reject H_{01}
46	Delegate	2.11	1.165	0.678984	0.56536	2.629099	Fails to reject H_{01}

Table 6. Delegation ANOVA results.

Emotional Intelligence

Figure 16 shows the results for emotional intelligence. The results show that 86% of the respondents are satisfied or very satisfied that their leader shows respect for other people's feelings, 93% of the respondents always, often or sometimes agree that their leader shows respect for people's ideas and feelings, even when they disagree with him, 87% of the respondents always, often or sometimes agree that their leader is open to negative feedback, 91% of the respondents always, often or sometimes agree that their leader has an excellent relationship with work associates regardless of position in the organization, 82% of the respondents always, often or sometimes agree that their leader is sensitive to employee personal problems and 78% of respondents agree somewhat or strongly agree that their supervisor keeps his/her emotions in check.

An ANOVA was also performed to determine if there is any statistically significant difference between the responses from the four organizations surveyed. The results of the ANOVA test are in *Table 7* below. The results ($P=.90$; $P=.97$; $P=.47$; $P=.90$; $P=.56$; $P=.64$) show that there is no statistically significant difference in the responses from the four organizations surveyed.

This standard hypothesis testing method results in failure to reject the hypothesis H_{01} with regards to the skill Emotional Intelligence; that there is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM. Therefore, there is no difference in employee perceptions of the skill “Emotional Intelligence” among the four organizations surveyed.

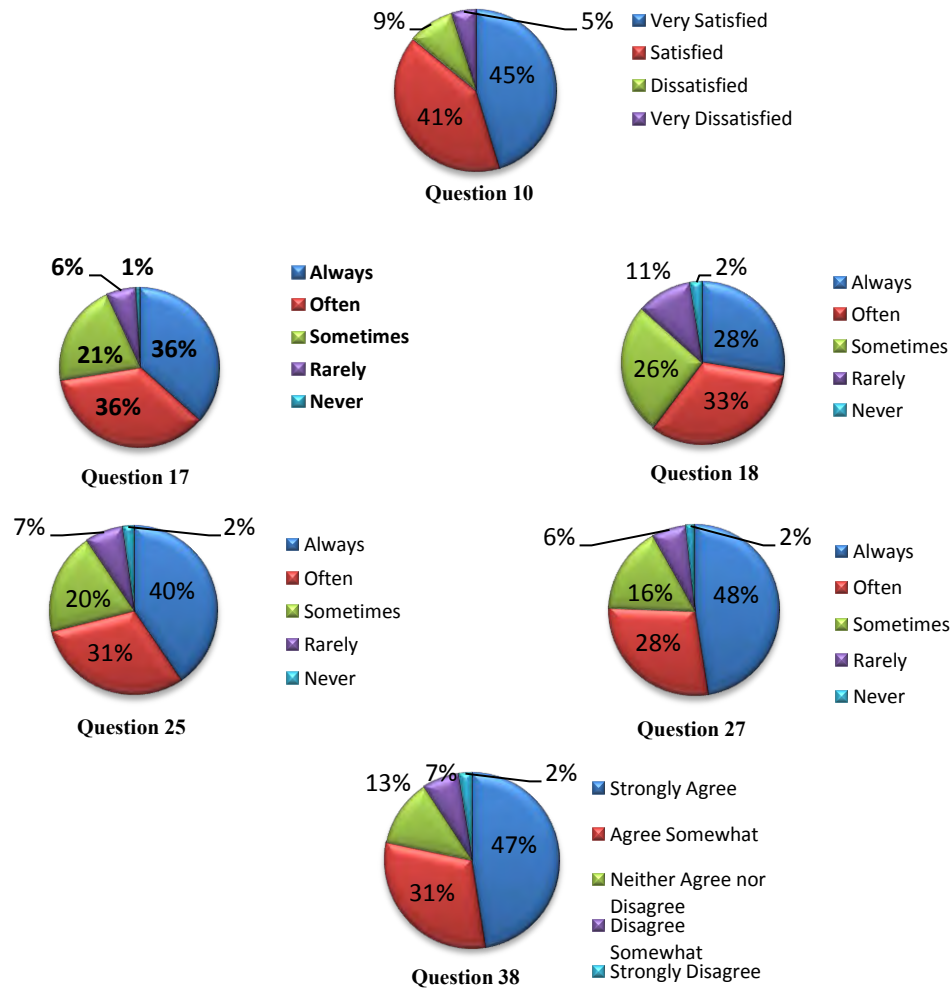


Figure 16. Survey results Emotional Intelligence questions 10, 17, 18, 25, 27 and 38.

Question	Skill	Mean	Standard Deviation	F	P-value	F crit	Result
10	EI	1.73	0.818	0.182423	0.908315	2.629099	Fails to reject H_{01}
17	EI	1.99	0.940	0.072238	0.974809	2.629099	Fails to reject H_{01}
18	EI	2.28	1.059	0.843804	0.470578	2.629099	Fails to reject H_{01}
25	EI	2.00	1.042	0.188585	0.90415	2.629099	Fails to reject H_{01}
27	EI	1.87	1.012	0.682992	0.562899	2.629099	Fails to reject H_{01}
38	EI	1.86	1.034	0.552024	0.647073	2.629099	Fails to reject H_{01}

Table 7. Emotional Intelligence ANOVA results.

Change Management

Figure 17 below shows the results for change management. These results show that 88% of the respondents always, often or sometimes agree that their leader involves everyone in change so that they can contribute in a positive manner, 88% of the respondents always, often or sometimes agree that their leader is open to suggestions on how to do things better, 89% of the respondents always, often or sometimes agree that their leader manages impending change, real or rumored, efficiently and 89% of the respondents agree somewhat or strongly agree that their supervisor objectively views conflict from all sides.

An ANOVA was also performed to determine if there is any statistically significant difference between the responses from the four organizations surveyed. The results of the ANOVA test are in *Table 8* below. These results ($P=.67$; $P=.75$; $P=.94$; $P=.68$) show that there is no statistically significant difference in the responses from the four organizations surveyed.

This standard hypothesis testing method results in failure to reject the hypothesis H_{01} with regards to the skill Change Management; that there is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM. Therefore, there is no difference in employee perceptions of the skill “Change Management” among the four organizations surveyed.

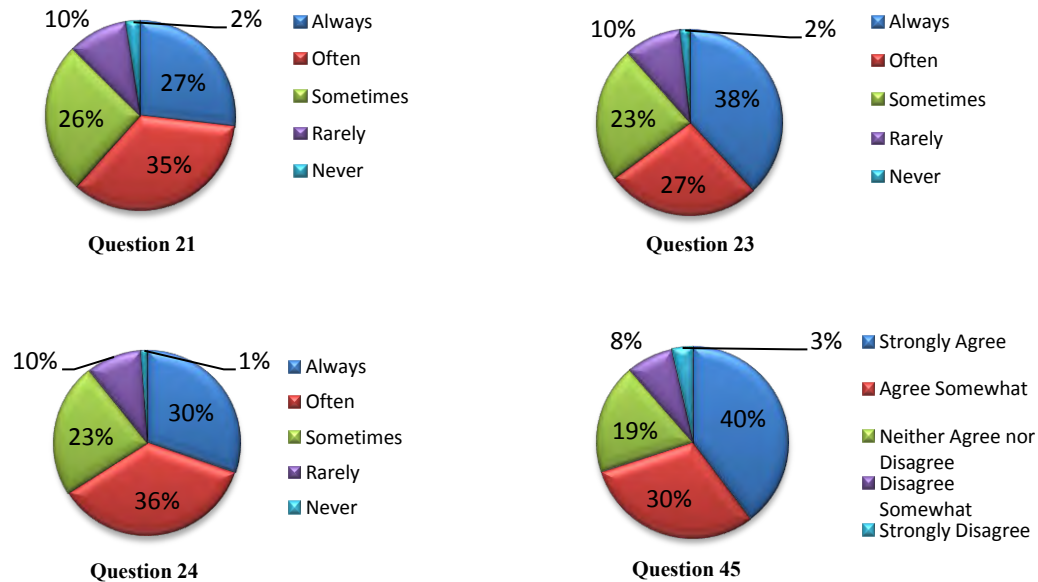


Figure 17. Survey results for Change Management questions 21, 23, 24 and 45.

Question	Skill	Mean	Standard Deviation	F	P-value	F crit	Result
21	Chg Mgt	2.27	1.040	0.505477	0.678727	2.629099	Fails to reject H_{01}
23	Chg Mgt	2.10	1.073	0.394657	0.756922	2.629099	Fails to reject H_{01}
24	Chg Mgt	2.16	0.999	0.129628	0.942463	2.629099	Fails to reject H_{01}
45	Chg Mgt	2.05	1.100	0.499392	0.682924	2.629099	Fails to reject H_{01}

Table 8. Change Management ANOVA results.

Rewards

Figure 18 below shows the results for rewards questions. The results show that 80% of the respondents are satisfied or very satisfied that their leader praises people for work well done, 86% of the respondents are satisfied or very satisfied that their leader celebrates organizational successes, 91% of the respondents always, often or sometimes agree that their leader fairly evaluates employees during annual evaluations, 74% of the respondents agree somewhat or strongly agree that their supervisor is always consistent when administering policies concerning

employees, 81% of the respondents agree somewhat or strongly agree that their supervisor values their talent and contributions to the organization and 69% of the respondents agree somewhat or strongly agree that their supervisor looks for opportunities to celebrate organizational successes.

An ANOVA was also performed to determine if there is any statistically significant difference between the responses from the four organizations surveyed. The results of the ANOVA test are in *Table 9* below. The results ($P=.25$; $P=.16$; $P=.90$; $P=.51$; $P=.45$; $P=.77$) show that there is no statistically significant difference in the responses from the four organizations surveyed.

This standard hypothesis testing method results in failure to reject the hypothesis H_{01} with regards to the skill Rewards; that there is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM. Therefore, there is no difference in employee perceptions of the skill “Rewards” among the four organizations surveyed.

Time Management

Figure 19 shows the results for time management. The results show that 82% of the respondents are satisfied or very satisfied that their leader uses time constructively and efficiently, 82% of the respondents always, often or sometimes agree that their leader supports and demonstrates balance between leadership responsibilities, family and outside activities, 90% of the respondents always, often or sometimes agree that their leader has an open door policy (no appointment necessary) and 73% of the respondents agree somewhat or strongly agree that their supervisor uses time effectively and prevents distractions.

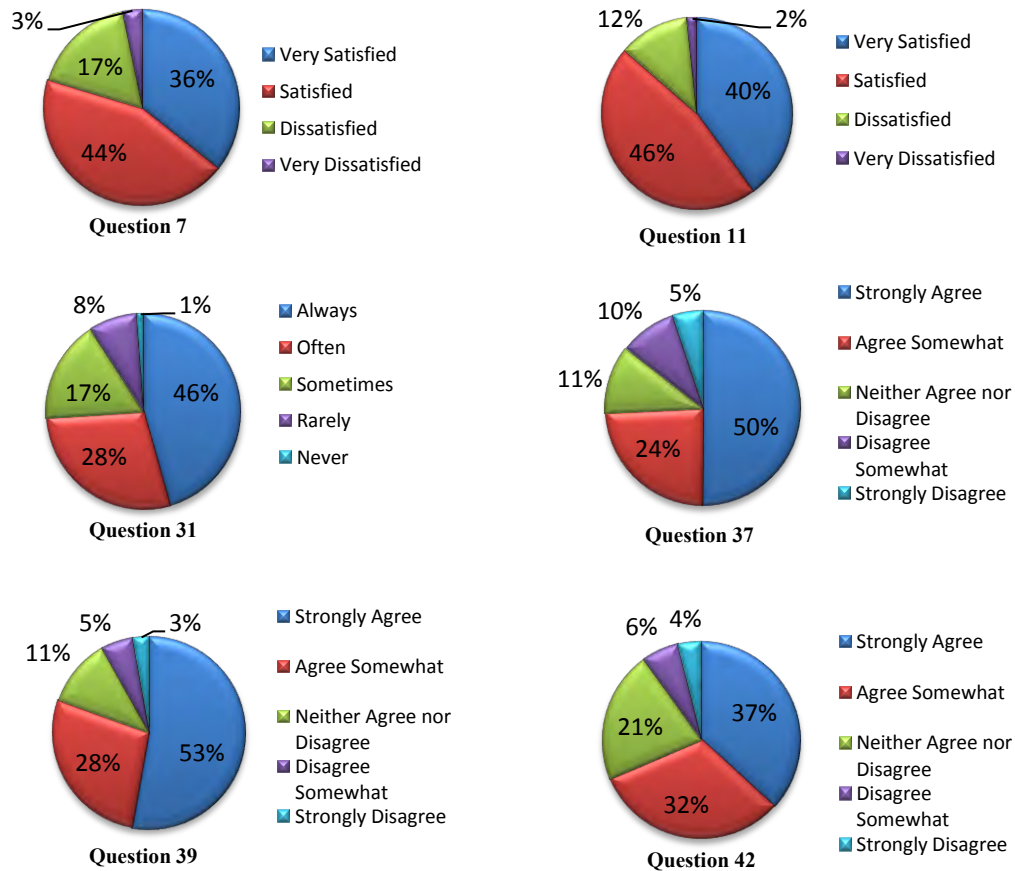


Figure 18. Survey results for Rewards questions 7, 11, 31, 37, 39 and 42.

Question	Skill	Mean	Standard Deviation	F	P-value	F crit	Result
7	Reward	1.88	0.803	1.367123	0.252508	2.629099	Fails to reject H_{01}
11	Reward	1.75	0.725	1.725459	0.16132	2.629099	Fails to reject H_{01}
31	Reward	1.91	1.018	0.193613	0.900729	2.629099	Fails to reject H_{01}
37	Reward	1.95	1.204	0.769273	0.511804	2.629099	Fails to reject H_{01}
39	Reward	1.77	1.025	0.873101	0.455113	2.629099	Fails to reject H_{01}
42	Reward	2.08	1.078	0.368184	0.776013	2.629099	Fails to reject H_{01}

Table 9. Rewards ANOVA results.

An ANOVA was also performed to determine if there is any statistically significant difference between the responses from the four organizations surveyed. The results of the ANOVA test are in *Table 10* below. The results ($P=.97$; $P=.91$; $P=.06$; $P=.99$) show that there is no statistically significant difference in the responses from the four organizations surveyed.

This standard hypothesis testing method results in failure to reject the hypothesis H_{01} with regards to the skill Time Management; that there is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM. Therefore, there is no difference in employee perceptions of the skill “Time Management” among the four organizations surveyed.

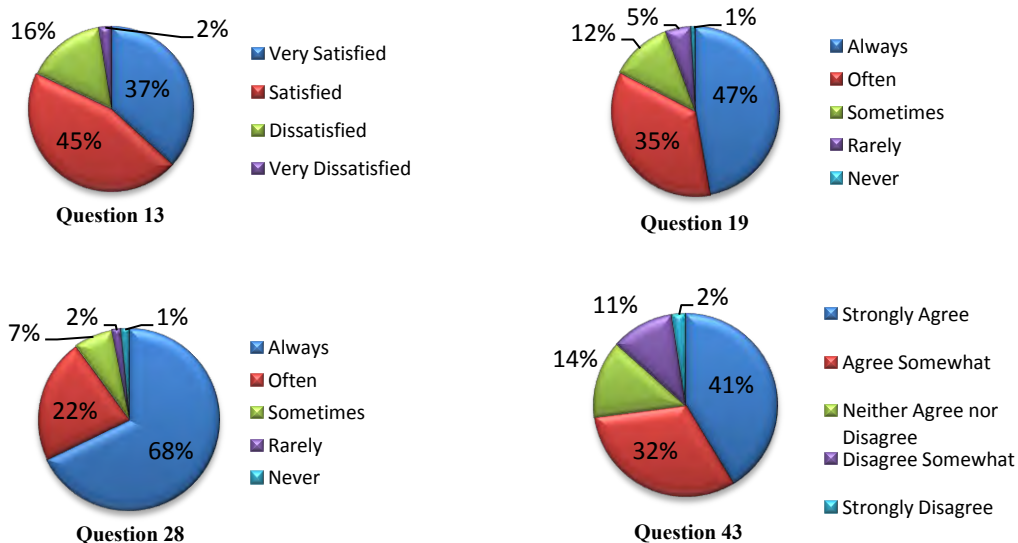


Figure 19. Survey results for Time Management questions 13, 19, 28 and 43.

<i>Question</i>	<i>Skill</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>	<i>Result</i>
13	Time Mgt	1.84	0.771	0.077055	0.972367	2.629099	Fails to reject H ₀₁
19	Time Mgt	1.77	0.896	0.173165	0.914513	2.629099	Fails to reject H ₀₁
28	Time Mgt	1.46	0.804	2.410394	0.066645	2.629099	Fails to reject H ₀₁
43	Time Mgt	2.02	1.100	0.03127	0.992556	2.629099	Fails to reject H ₀₁

Table 10. Time Management ANOVA Results**Teaming**

Figure 20 shows the results for teaming. These results show that 77% of the respondents are satisfied or very satisfied that their leader rewards employees openly in front of the team, 81% of the respondents always, often or sometimes agree that their leader looks for opportunities to reward employees openly, 74% of the respondents agree somewhat or strongly agree that their supervisor treats all employees fairly and 68% of the respondents agree somewhat or strongly agree that their supervisor values teamwork and know how to build cooperation and commitment.

An ANOVA was also performed to determine if there is any statistically significant difference between the responses from the four organizations surveyed. The results of the ANOVA test are in *Table 11* below. The results ($P=.62$; $P=.13$; $P=.93$; $P=.79$) show that there is no statistically significant difference in the responses from the four organizations surveyed.

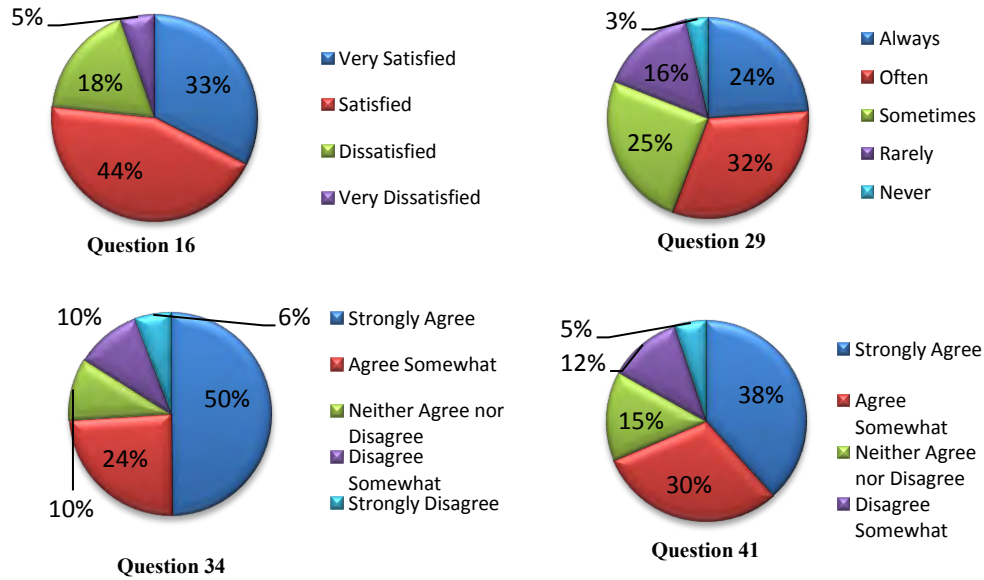


Figure 20. Survey results for Teaming questions 16, 29, 34 and 41.

Question	Skill	Mean	Standard Deviation	F	P-value	F crit	Result
16	Teaming	1.96	0.848	0.581973	0.627162	2.629099	Fails to reject H_{01}
29	Teaming	2.43	1.116	1.87996	0.132504	2.629099	Fails to reject H_{01}
34	Teaming	1.98	1.235	0.147631	0.931175	2.629099	Fails to reject H_{01}
41	Teaming	2.15	1.200	0.337392	0.79831	2.629099	Fails to reject H_{01}

Table 11. Teaming ANOVA results.

This standard hypothesis testing method results in failure to reject the hypothesis H_{01} with regards to the skill Teaming; that there is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM. Therefore, there is no difference in employee perceptions of the skill “Teaming” among the four organizations surveyed.

Ranking of Skills Needed to Succeed in 21st Century

This section answers the second research question: “What do employees believe are the most critical skills their leaders need for their organization to succeed in the 21st century” It will show if there are any statistically significant differences in the responses of the four organizations surveyed. This will result in either acceptance or rejection of the null hypothesis H_{02} : “there is no difference in the most critical leadership skills their leaders need for their organization to succeed in the 21st century as viewed by employees at the four organizations at TACOM.” Finally, it will also show if there is any statistically significant difference in the responses of male and female respondents, enabling us to test the null hypothesis H_{03} : “there is no difference in employee perceptions of TACOM leadership skills based on gender.” Hypothesis testing was conducted with Analysis of variance (ANOVA). The null hypotheses were tested at the 95% confidence level (two-tailed tests). Hypothesis H_{02} was tested for differences in the ranking of leadership skills among the four organizations surveyed. Hypothesis H_{03} was also tested for differences in the ranking of leadership skills based on gender.

Skills Ranking Results

The survey asks the respondents to rank the 10 critical skills in order of importance. A Likert scale from 1-10 was used with 1 being the top skill and 10 being the bottom skill. This answers the survey question: “What do employees believe are the most critical skills their leaders need for their organization to succeed in the 21st century?” The results are seen in total in *Figure 21* below. The results show that employees believe that Integrity and Communication are the top skills needed in the 21st century. Vision was rated 3rd while teaming and mentoring were rated 4th and fifth respectively. Delegating was rated 6th and Time Management, Rewards, Change Management and Emotional Intelligence were rated the same from 7 through 10.

The results were further analyzed to determine if there were any statistically significant differences in the rankings of the four organizations surveyed. The results are presented in *Table 12* below. The results show based upon the P-values that range from (.23 to .31) that there was no statistical difference in the responses of the four organization surveyed. This result failed to reject null hypothesis H_{02} ; there is no difference in the most critical leadership skills their leaders need for their organization to succeed in the 21st century as viewed by employees at the four organizations at TACOM.

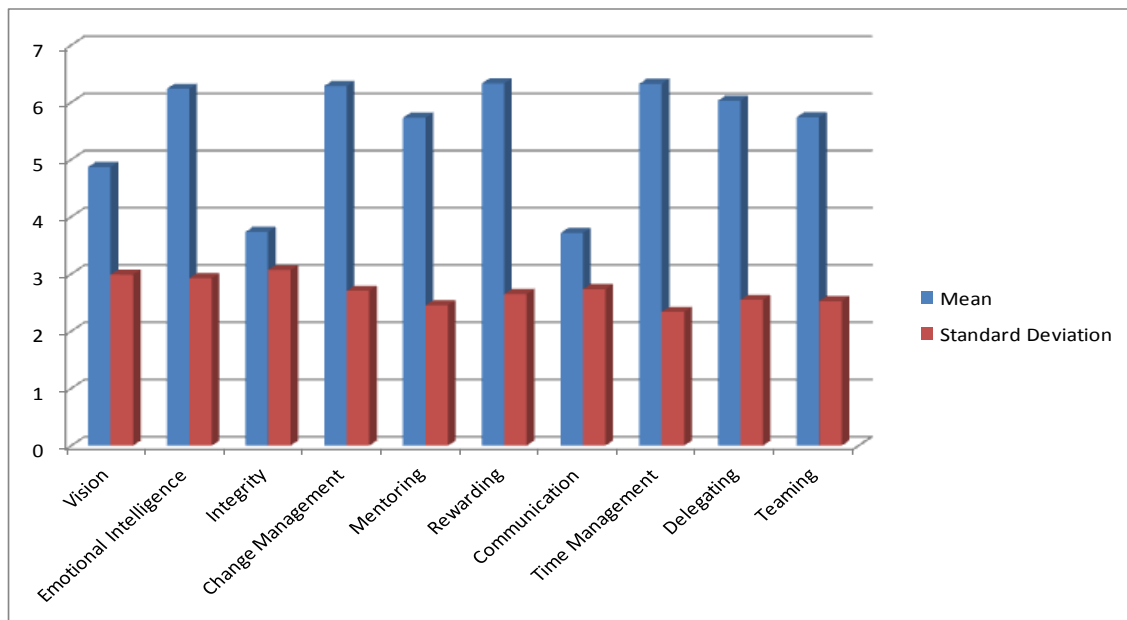


Figure 21. Skills ranking results.

	Vision	Emotional Intelligence	Integrity	Change Management	Mentoring
Mean	4.868632708	6.235924933	3.737265416	6.286863271	5.731903485
Standard Deviation	2.988581766	2.925250934	3.06920711	2.706178529	2.452336141
P-Value	0.304280467	0.29783248	0.312489283	0.275527769	0.249682975

	Rewarding	Communication	Time Management	Delegating	Teaming
Mean	6.329758713	3.715817694	6.324396783	6.029490617	5.739946381
Standard Deviation	2.648005782	2.735605865	2.338175461	2.547756552	2.527150845
P-Value	0.269604949	0.278523893	0.238059781	0.25939814	0.257300184

Table 12. Skills ranking T-Test.

Gender Analysis

To test hypothesis H_{03} , the researcher examined whether there was a significant difference in the rankings of skills by male and female respondents. The top three skills identified (Communication, integrity and vision) by male and female respondents were the same. The results of a two tailed T-test at a confidence level of 95% are shown in *Table 13* below. The results show there is a statistically significant difference in the ranking of emotional intelligence ($P=.0084$) and mentoring ($P=.0089$) between male and female respondents. Therefore, these results reject the null hypothesis H_{03} . The results fail to reject the null hypothesis H_{03} for the remaining 8 skills.

Female respondents ranked mentoring at 6.1846 where male respondents ranked it at 5.4793. This result shows that male respondents think mentoring is a more critical skill than female respondents. For emotional intelligence, female respondents ranked it a 5.7077 where male respondents ranked it at 6.5372. This result shows that female respondents think emotional intelligence is a more critical skill than male respondents.

Skill	Alpha (α)	Mean for Female Respondents	Mean for Male Respondents	T	P-value	T crit	Result
Vision	0.05	4.8846	4.8760	1.9684	0.9785	0.0270	Fails to reject H_3
Integrity	0.05	3.2692	3.9752	1.9681	0.0285	-2.2015	Fails to reject H_3
Mentoring	0.05	6.1846	5.4793	1.9693	0.0089	2.6357	Rejects H_3
Communication	0.05	3.4769	3.8347	1.9689	0.2298	-1.2037	Fails to reject H_3
Delegation	0.05	6.4077	5.8140	1.9692	0.0336	2.1359	Fails to reject H_3
Emotional Intelligence	0.05	5.7077	6.5372	1.9688	0.0084	-2.6543	Rejects H_3
Change Management	0.05	6.4154	6.2273	1.9688	0.5205	0.6435	Fails to reject H_3
Rewards	0.05	6.4462	6.2521	1.9687	0.4965	0.6810	Fails to reject H_3
Time Management	0.05	6.4231	6.2851	1.9689	0.5879	0.5426	Fails to reject H_3
Teaming	0.05	5.7846	5.7190	1.9684	0.8076	0.2438	Fails to reject H_3

Table 13. Skills ranking T-Test by gender.

Summary of Open-Ended Survey Questions

As shown in Appendix C, a total of 130 comments were submitted by the four organizations surveyed. These comments were categorized by the researcher according to the skill presented in the comment. If the comment referenced the survey instrument, it was put in the survey category. If the comment was referencing leadership, with no specific reference to the 10 skills evaluated in this survey, then the comment was put in the leadership category. *Figure 22* below shows the comments by organization. *Figure 23* shows the total comments received by each skill category. The top two categories that received comments were leadership and emotional intelligence with 23 and 22 comments respectively. The next two categories of comments were rewards and delegation with each receiving 13 comments. There were 12 comments that were survey related. Integrity received 10 comments, communication received 8 comments and mentoring received 7 comments. The next three categories were change management, time management and teaming; each receiving 6 comments. The final category receiving 4 comments was vision.

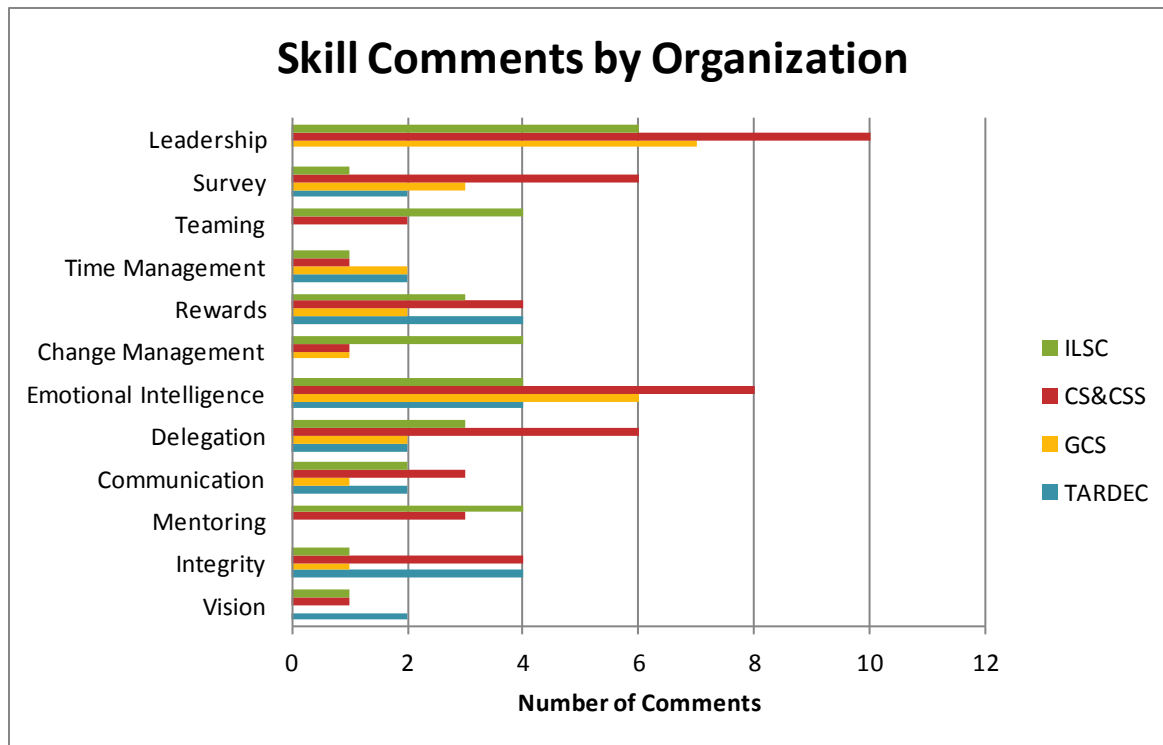


Figure 22. Total skill comments by organization.

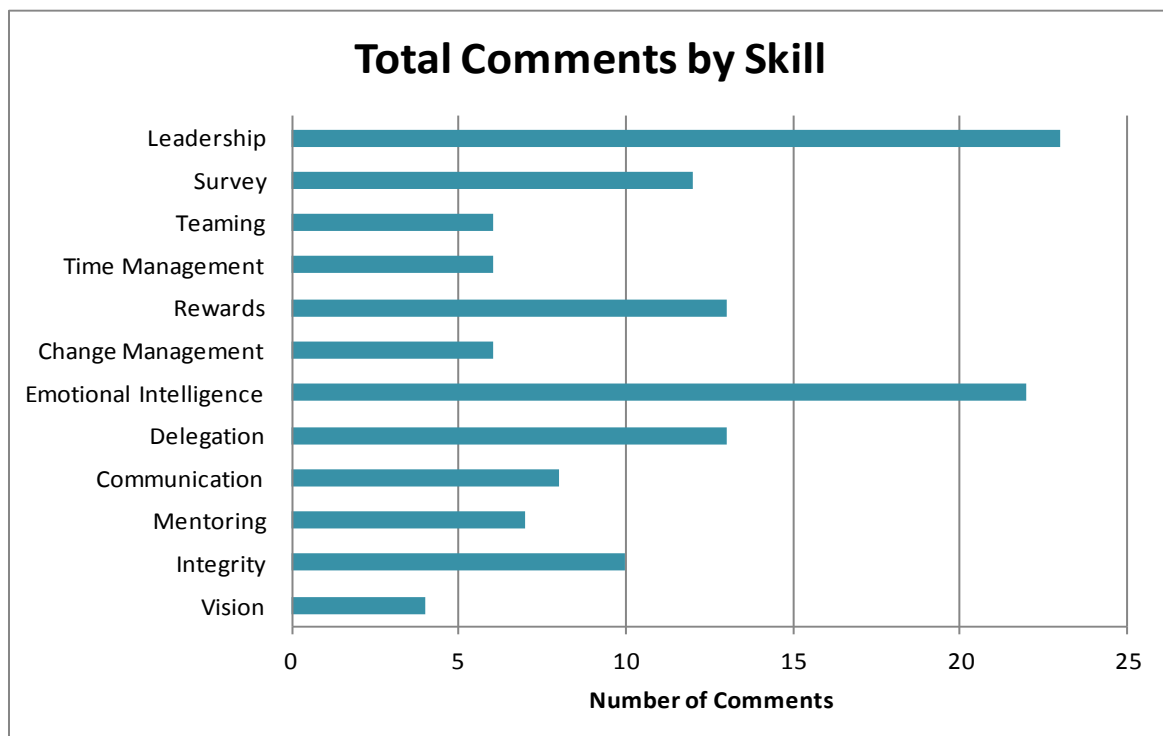


Figure 23. Total comments by skill.

Summary

Of the 45 questions related to supervisor skills, all resulted in favorable ratings for the supervisors evaluated. In most cases there was in excess of 65% favorable rating for supervisors at TACOM within the four organizations surveyed. All questions were evaluated to determine if there was any statistically significant difference in the answers from the four organizations surveyed. The ANOVA analysis shows that there was no statistically significant difference between the organizations surveyed.

In response to the skills ranking questions, it was determined that each of the four organizations surveyed ranked the same top three skills as the most important to lead in the 21st century. These skills were communication, integrity and vision. The remaining skills were ranked consistently with no statistically significant difference between the organizations surveyed. However, there was a difference between how males and females ranked mentoring and emotional intelligence. Male respondents ranked mentoring higher in importance than female respondents, where female respondents ranked emotional intelligence higher in importance than male respondents. This will be discussed in detail in the Chapter 5 conclusions and recommendations.

The responses to the open ended question were put in categories based upon the skill commented on by the respondent. Two additional categories were added; leadership and survey. Comments related to the survey, as well as comments related to leadership, with no specific reference to a skill evaluated, were put into these added categories. All of the open ended comments are in Appendix C and will be provided to leadership for their assessment.

Chapter 5 – Conclusions and Recommendations

Introduction

This study focused on evaluating the skills that TACOM leadership needs to lead the organization in the 21st century. Specifically, it asks TACOM employees at the GS-13 level and below (or equivalent rank) to rate their supervisors on 10 skills that the literature search determined to be critical for 21st century leaders. It also asked the employees to rank the 10 skills in the order of importance. The 4 organizations surveyed were the Program Executive Office for Combat Support & Combat Service Support, the Program Executive Office for Ground Combat Systems, the Tank Automotive and Armament Research Development and Engineering Center and the Integrated Logistics Support Center. These four organizations have a total population of 3850 employees. The survey was sent to 300 employees from each organization for a total of 1200 surveys. Of the 381 surveys returned, 373 were complete and used for the analysis.

This chapter contains the findings and implications, recommendations, and suggestions for future research based upon the historical literature and findings from this research study. The chapter also contains the limitations of this research and conclusions by the researcher.

Findings and Implications

The primary objective of this research is to see if TACOM employees agree that their leaders have the skills needed to lead their organization in the 21st century. The two research questions were:

- 1) Do employees at TACOM agree that their leaders possess the skills needed to lead the organization successfully in the 21st century?
- 2) What do employees believe are the most critical skills their leaders need for their organization to succeed in the 21st century?

The three hypotheses tested as part of this research were:

H₀₁ There is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM.

H₀₂ There is no difference in the most critical leadership skills their leaders need for their organization to succeed in the 21st century as viewed by employees at the four organizations at TACOM.

H₀₃ There is no difference in employee perceptions of TACOM leadership skills based on gender.

The first research question was addressed by null hypotheses H₀₁ and H₀₃. Research question two was addressed by null hypothesis H₀₂ and H₀₃. The findings of each hypothesis are discussed in detail below.

H₀₁ There is no difference in employee perceptions of the skills possessed by the leaders among the four organizations at TACOM. This hypothesis was addressed in section one of the survey instrument. It consisted of 45 questions on the 10 skills identified in the literature search as the most important skills for leading 21st century global businesses. The 45 questions were broken down based upon the skills they evaluated. *Table 1* outlines that breakdown. The employee evaluations of their leader's skills showed that they did agree that their leaders possess the skills needed to lead TACOM in the 21st century. The results of the 4 organizations surveyed showed no statistically significant differences in the responses from the organizations surveyed. Therefore, the responses answered research question one and failed to reject null hypotheses H₀₁.

The implications of these results are that TACOM is training their leaders to lead in the 21st century. They should continue to reinforce this training for current and future leaders.

H₀₂ There is no difference in the most critical leadership skills their leaders need for their organization to succeed in the 21st century as viewed by employees at the four organizations at

TACOM. This hypothesis was addressed in section two of the survey instrument. The respondents were asked to rank the 10 skills identified in the literature search in order of importance; 1 being the most important skill and 10 being the least important skill. The analysis showed that employees agree that communication and integrity are the top two skills needed to lead the organization in the 21st century. Communication was first with a mean score of 3.72 and integrity was second with a mean score of 3.74. The next three skills in rank order were vision, mentoring and teaming. Vision was ranked with a mean score of 4.87, mentoring had a mean score of 5.73, and teaming had mean score of 5.74. The remaining 6 skills had an average mean score of 6.24. The results of the 4 organizations surveyed showed no statistically significant differences in the ranking from the four organizations surveyed. Therefore, the responses answered research question two and failed to reject null hypotheses H_{02} .

TACOM leadership should be aware of what employees perceive as the most important critical skills for the 21st century. They should ensure they are addressing these skills in all current and future leadership training.

H₀₃ There is no difference in employee perceptions of TACOM leadership skills based on gender. The section 2 research was further analyzed to see if there was any statistically significant difference in ranking each skill by male and female respondents. The results of this analysis showed that there was a statistically significant difference in the ranking of emotional intelligence and mentoring by male and female respondents. Male respondents ranked mentoring higher than emotional intelligence while females ranked emotional intelligence above mentoring. Therefore, the responses by male and female respondents to these two skills reject the null hypothesis H_{03} .

The implication of this finding is that TACOM must be aware of these differences and address them with training that takes differences into account. Addressing the remaining 8 skills that were ranked the same would not be a priority at TACOM. Continue training to strengthen these eight skills.

The responses to the open ended question are shown in Appendix C. Although these comments were not a factor in the statistical analysis of this research study, the researcher categorized each comment according to the skills they addressed. TACOM leadership should review these comments and determine what, if any additional training is needed to address these comments.

Implications for Further Research

Since this study focuses on leadership skills of TACOM leaders and the skills needed to lead the organization in the 21st century, further research could be conducted on each individual skill. Also, further research could be conducted to examine the top three skills ranked, the existing training programs at TACOM that address those skills and any revisions and supplemental training that could be conducted to enhance the those leadership skills.

Recommendations

It is recommended that leadership within each of the 4 organizations surveyed review the raw data with respect to their organization. Training should be provided to all leaders to ensure that the 10 critical skills needed to lead in the 21st century exist within the organizations. Top organizational leaders should review their training program to ensure they address these 10 critical skills. TACOM leadership can use the results of this research to evaluate and supplement their training program to ensure these 10 critical skills needed to lead in the 21st century are being provided to the current and future leaders at TACOM.

Limitations

This study conducted at the 4 organizations surveyed at the TACOM LCMC may not apply to other organizations at TACOM or other Government or private organizations. This study may also not apply to military employees within the Department of Defense working at TACOM. Since the responses from older more experienced employees (less than 4%) were limited, the results from this study group may be a limiting factor.

Conclusion

The purpose of this study was to determine if TACOM employees agree that leaders at TACOM possess the critical leadership skills needed to lead the organization in the 21st century. Additionally, this study wanted to know what the employees thought were the most important skills TACOM leaders needed to lead the organization in the 21st century. It sought to illustrate the current state of leaders at TACOM within the four organizations surveyed. While it is important that leaders are confident they possess the leadership skills necessary to succeed in the 21st century, it is also important that followers believe their leaders possess these important skills. Understanding and possessing these 10 critical skills could be the difference between success and failure for the 21st century TACOM.

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Glossary of Acronyms and Terms

ANOVA	Analysis of Variance
AT&L.....	Acquisition, Technology and Logistics
CPOL	Civilian Personnel On-Line
DAG	Defense Acquisition Guidebook
DAU	Defense Acquisition University
DCMA.....	Defense Contract Management Agency
DoD.....	Department of Defense
DoDD.....	Department of Defense Directive
ECQ	Executive Core Qualifications
GAO	General Accounting Office
GPQ	Group Process Questionnaire
ILSC.....	Integrated Logistics Support Center
IPPD	Integrated Product and Process Development
IPT	Integrated Product Team
LCMC.....	Life Cycle Management Command
LTU.....	Lawrence Technical University
PEO.....	Program Executive Office
SES.....	Senior Executive Service
TACOM.....	Tank Automotive and Armament Command
TARDEC.....	Tank Automotive Research Development and Engineering Center
USD (AT&L).	Under Secretary of Defense for Acquisition, Technology and Logistics

Annendix A – IRB Approval Letter



Institutional Review Board
Office of the Provost and Academic Affairs
<http://provost.ltu.edu>
irb@ltu.edu

September 23, 2011

David Marck
Graduate Student
DAU Senior Service College Fellowship
College of Management
Lawrence Technological University
21000 West Ten Mile Road
Southfield, MI 48075

Re: Approval to conduct research with human participants

Dear Mr. Marck,

Thank you for submitting your application to the Lawrence Tech Institutional Review Board (IRB) to conduct research with human participants for your Master's Thesis, "TACOM Leadership Skills for the 21st Century (An Employee Perspective)". I am happy to report that your project has been approved for a period of one year: September 23, 2011 to September 23, 2012.

Please contact the IRB if you require an extension to the approval. Please contact the IRB if you make any changes to your proposal that impact the ethical treatment of your participants. Good luck on your project, and do not hesitate to contact the IRB if you have any questions regarding your research.

Sincerely,

Matthew Cole, Ph.D.
Chair, Institutional Review Board (IRB), Lawrence Tech
mcole@ltu.edu
o: 248.204.3541 f: 248.204.3518

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Appendix B – Research Paper Survey

Below is a list of questions about leadership behavior. Read each one carefully, then, decide the extent to which it actually applies to your immediate supervisor. For best results, answer as truthfully as possible. All responses are anonymous and the results will be used only for the purpose of this research.

How Satisfied are you that your **immediate supervisor**:

1. Informed Consent Page
2. States expectations clearly and confirm understanding.

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstrates honest, ethical behavior at all times.

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Leads by example.

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Makes and clearly communicates decisions immediately.

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Involves others in the planning process.

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Praises people for work well done.

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Communicates clearly and effectively to groups.

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Delegates in a way that encourages others to have full ownership.

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Shows respect for other people's feelings

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Celebrates organizational successes.

Very Satisfied Satisfied Dissatisfied Very Dissatisfied



12. Communicates a clear vision with recognizable goals for the organization and its people.

Very Satisfied Satisfied Dissatisfied Very Dissatisfied



13. Uses time constructively and efficiently.

Very Satisfied Satisfied Dissatisfied Very Dissatisfied



14. Encourages other people to talk, and ask appropriate questions.

Very Satisfied Satisfied Dissatisfied Very Dissatisfied



15. Delegates a job then allows you to do the job.

Very Satisfied Satisfied Dissatisfied Very Dissatisfied



16. Rewards employees openly in front of the team.

Very Satisfied Satisfied Dissatisfied Very Dissatisfied



My Supervisor:

17. Shows respect for people's ideas and feelings, even when they disagree with him.

always often sometimes rarely never



18. Is open to negative feedback.

always often sometimes rarely never



19. Support and demonstrate balance between leadership responsibilities, family and outside activities.

always often sometimes rarely never



20. Develops employees so that they can succeed.

always often sometimes rarely never



21. Involves everyone in change so that they can contribute in a positive manner.

always often sometimes rarely never



22. Provides positive feedback on how I can develop my skills

always often sometimes rarely never
☐ ☐ ☐ ☐ ☐

23. Is open to suggestions on how to do things better.

always often sometimes rarely never
☐ ☐ ☐ ☐ ☐

24. Manages impending change, real or rumored, efficiently.

always often sometimes rarely never
☐ ☐ ☐ ☐ ☐

25. Has an excellent relationship with work associates regardless of position in the organization.

always often sometimes rarely never
☐ ☐ ☐ ☐ ☐

26. Delegates responsibilities to the appropriate employees.

always often sometimes rarely never
☐ ☐ ☐ ☐ ☐

27. Is sensitive to employee personal problems.

always often sometimes rarely never
☐ ☐ ☐ ☐ ☐

28. Has an Open door policy (no appointment necessary).

always often sometimes rarely never
☐ ☐ ☐ ☐ ☐

29. Looks for opportunities to reward employees openly.

always often sometimes rarely never
☐ ☐ ☐ ☐ ☐

30. Has compromised his/her integrity.

always often sometimes rarely never
☐ ☐ ☐ ☐ ☐

31. Fairly evaluates employees during annual evaluations.

always often sometimes rarely never
☐ ☐ ☐ ☐ ☐

For the following questions please respond to the level that agree or disagree with the statement:

32. I receive useful and constructive feedback from my supervisor.

Strongly Agree	Agree Somewhat	Neither Agree or Disagree	Disagree Somewhat	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. I have a good understanding of the mission and goals of my organization.

Strongly Agree	Agree Somewhat	Neither Agree or Disagree	Disagree Somewhat	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. My supervisor treats all employees fairly.

Strongly Agree	Agree Somewhat	Neither Agree or Disagree	Disagree Somewhat	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. I respect my supervisor

Strongly Agree	Agree Somewhat	Neither Agree or Disagree	Disagree Somewhat	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. My supervisor demonstrates strong leadership skills.

Strongly Agree	Agree Somewhat	Neither Agree or Disagree	Disagree Somewhat	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. My supervisor is always consistent when administering policies concerning employees.

Strongly Agree	Agree Somewhat	Neither Agree or Disagree	Disagree Somewhat	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. My supervisor keeps his/her emotions in check.

Strongly Agree	Agree Somewhat	Neither Agree or Disagree	Disagree Somewhat	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. My supervisor values my talent and contributions to the organization.

Strongly Agree	Agree Somewhat	Neither Agree or Disagree	Disagree Somewhat	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. My supervisor encourages honest and open communication from employees.

Strongly Agree	Agree Somewhat	Neither Agree or Disagree	Disagree Somewhat	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. My supervisor values teamwork and know how to build cooperation and commitment.

Strongly Agree	Agree Somewhat	Neither Agree or Disagree	Disagree Somewhat	Strongly Disagree
42. My supervisor looks for opportunities to celebrate organizational successes.				
43. My supervisor uses time effectively and prevents distractions.				
44. My supervisor sets the standard and leads by example.				
45. My supervisor objectively views conflict from all sides.				
46. My supervisor delegates in an efficient and effective manner.				

Please rank the following leadership skills according to what you believe are the most critical skills need by supervisors today. Rank each skill by placing 1-10 in the blanks provided.

____ Vision	____ Emotional Intelligence
____ Integrity	____ Change Management
____ Mentoring	____ Recognize/Reward
____ Communication	____ Time Management
____ Delegation	____ Teaming

Please write any additional comments that you would like to provide regarding your supervisor and his/her leadership skills? _____

To which organization do you belong?

PEO-CS&CSS

☐

PEO-GCS

☐

PEO-I

☐

TARDEC

☐

ILSC

☐

Acquisition Center

☐

What is your current grade?

NH-I or equivalent

☐

NH-II or equivalent

☐

NH-III or equivalent

☐

NH-IV or equivalent

☐

Gender:

Male

☐

Female

☐

How long have you worked as a Government Civilian?

<5years

☐

5-10 years

☐

11-15 years

☐

16-20 years

☐

21-25 years

☐

>25 years

☐

What gender is your immediate supervisor?

Male

☐

Female

☐

Appendix C – Research Comments by Organization

PEO CS&CSS

This was an honest assessment of a very talented supervisor.

My supervisor is fantastic. I have no complaints at all. And I strongly believe that a good supervisor is what keeps people loyal to the organization.

My current supervisor is the best I've ever had.

I am new (3 months) to this organization and really like where I am and the supervision in the office. For my last job (TARDEC) I would have rated those supervisors as the worst I have ever worked for.

My boss is very intelligent.

The leadership ranking is not a true reflection of skills that my supervisor poseses. Some skills have equal value especialy in the 8-10 range. My supervisor has no skill ranking lower than a 5.

I want you to know that the supervisor that I am rating I have only worked directly with him since the end of Sept 2011...I have seen how he works and I have wanted to work with him, I know the type of person he is and how he treats his employees...I have never heard anything negative about him.

I don't agree with the way Question #47 is set up. I think there are many variables where one or more may fall into the same importance as another. For instance Emotional Intelligence and Integrity are the utmost important in my book. Also, I am new to the PEO but I have a military background in the USMC and the Army. I have also spent time in the corporate world. I will say that my current supervisor is prior military and I find that very effective in my current organization. I think that there is more military backgrounds needed, people who have worked with products from the ground up, versus the college graduate who has no military background. I understand that for certain positions it should be mandated with a college degree. But for other positions, I think TACOM has gone away from this, and there are other offices at TACOM, that are not as pleasant as my office due to the lack of personal discipline. I love working for my organization because everyone knows what they have to do, and are supported by a great leader (prior SGTMAJ) who knows how to enspire, direct, lead, and accomplish our goals and reward when a job well done. He reckognizes the efforts, and reprimands if needed. His emotional intelligence is a great quality because he understands, is sympathetic, and fair. It has been a long time sincel enjoyed coming to work, now I look forward to it. Even when days are hectic, I feel rewarded just to be a part of this organization. We are much like a family here.

My supervisor is ok, he just operates alone.

My supervisor is one of the better supervisors I have had at TACOM LCMC. He is not perfect, but working for him is a pleasure most of the time. He is fair, honest and treats us all as adults.

My supervisor is incompetent and micromanages her group. Everyone feels this way about her. She is also rude and tosses things over the wall at you that you have no experience in doing. If you go to her for guidance on these things she will say "You should know this...." I talked to my Group leader about this and we all sat down to discuss but it lead to nowhere

Using discernment when communicating to associates.

My supervisor lacks all modern leadership skills. She relies on command authority and will not hesitate to bully her way towards reaching her goals, and that applies to subordinates as well as her leadership. She exemplifies Theory X leadership from the 1940s, complete with the formation of cliques and heavy application of nepotism in the workplace. She has taken leadership training and classes, but what she needs to do is apply those skills in the workplace rather than use bullying, profanity, and her "30 years of experience" in contracting to get her way.

He likes to hear himself talk. He needs to listen to what people are saying before talking.

Within this PEO it is who you know and how much you yes sir yes Ma'am not the actual work - maybe at the SES level they dont know what really goes on at the PM level but its a joke and after this many years with the Govt. TV is the worst Ive seen and I have been everywhere.

He likes to hide in his office and wants the employees to take all of the initiative. Performance appraisals are a joke, everyone is rated the same and rewarded the same but we DO NOT do the same level of work.

It's hard to enforce travel policy with subordinates when you are the biggest abuser.

there exist double standards for those who are on-the-in!

I just want to let you know that I am not a bitter employee; this is what I believe to be an honest evaluation of my supervisor. He ranks amongst the worst I have had in 28 years.

All the training in the world doesn't make a good supervisor/leader. They must have the hart of a lion and be approachable as well -- be a friend. Leading through intimidation does not earn respect and loyalty. I considered my previous supervisor/leader a friend first and boss second. I would have done anything for him regarding work and personal life as well.

Has no clue what it is to lead, only views his position as an opportunity to make more money. Does not, again does not know what it is to properly execute the evaluation process; his opportunity to counsel people during the evaluation process last a total of one minute, to initial the counseling form. He is a poor excuse for a supervisor and what is worse leadership above him sets the example by doing the same thing. I know what it is to be a leader as I am a retired officer from the Army with 21 years of military service.

I only did this survey out of respect for DAU. I have absolutely zero confidence that a training plan from DAU will accomplish what needs to be accomplished. Our current leaders must support it and they all believe they are either above it or do not need it. In turn, which means that our junior employees will be pushed into these classes. By the time these junior employees reach a leadership position, they will have forgotten what they were taught by DAU 10 years earlier. Our current leaders today do not understand the difference between leadership and management. PEO CS&CSS has world class managers that support the soldiers on the ground. However, like with all change in culture, there must be a top down effect. This will not happen. The efforts of DAU will not work unless the culture changes by attrition. A cost savings for DAU would be to scrap this plan. There is no training and development, no promotions, and no guidance to the young motivators to get ahead by our supervisors. We will continue to be the status quo when it comes to the deficiencies of knowledge of leadership.

Supervisor does not communicate or delegate. Assumes everyone knows everything that is going on. Does not know what I am working on unless I tell him, nor does he provide assignments.

Very poor delegation skills, program direction communication, and no department vision

In answering some of the above questions, I am not privy to actions that involve award, communication, delegation within other sections of the whole unit. So I can not completely say yes or no to questions.

Some of your questions I have absolutly no idea how my supervisor should be rated example. #13 how well does my supervisor use their time? I have my own work to do that I feel is more important than wondering if my supervisor utilizes their time effectively

My supervisor has only been in the position since Mar 11.

All outstanding leaders IMO firstly are born or learned "critical thinkers (CT)", having the ability to act on and apply the components and precepts of CT.

Question 47 will not let me rank each critical skills the way I see my Boss. I want to rank each a (2) there must be a problem with the program. You can see the pattren I did.

As a supervisor over several different product office support teams, there are very limited opportunities to exert direct leadership -- as opposed to merely keeping up with the pace and breadth of daily responsibilities.

The last question should be changed, some of the skills will have the same ranking.

I responded to this survey with my engineering team lead as my supervisor. The responses, number 47 especially, would change significantly if I were answering with an APM as my supervisor.

PEO GCS

Thoughtful respect for team members in front of crowds.

Tony does a great job. Always a open door and will help you with whatever it is.

My supervisor believes in leading by example and never forgetting the reason we come to work every day.

Great American! Outstanding leadership and foresight.

Very good man.

My supervisor provided assistance as necessary and if he did not know the answer, he would help to figure it out or point me in the right direction to who could provide an answer.

Great Supervisor

This is the 1st time in my 33 year career where I have the BEST Supervisor ever!

Former military leaders need to learn to change their military leadership style to a more user friendly civilian leadership style. In other words, a little less rigidity when it comes to rules and regulations needs to be adopted. Less beaurocracy is needed.

Changes in mgt are coming. I think this survey was not clear. Immediate supervision or division and higher? My answers were mixed. Rewards are very cliquish. I want to leave.

Micro manages too much. Doesn't ask if a person can handle more work, just assigns it, sometimes not even in person but by email. I am learning how not to become a bad supervisor by watching him do his job.

This supervisor was put into this position without previous technical experience and little leadership experience. Supv cannot provide guidance/direction to team members. It appears this and other NH-4 positions were made with the who you know not what you know criteria. Supv is nice, but an NH4 is not a trainee position.

The above portion is hard to score as many of them should have been rated a lot higher but the limitations placed on the process is what it is

My immediate supervisor is in RSJPO and I don't believe he reflects the leadership of PEO-GCS or TACOM.

All of the above are extremely important.

I don't know a lot about my supervisor because he is relatively new to the position. Communication is poor. I have not had an opportunity to get evaluated yet so I don't know what to expect.

I have only been working under my current supervisor for a month at this time.

Very difficult to evaluate supervisor as he's new so don't have a clear understanding of how he does things yet - would have helped if an N/A option had been available for first part of survey so I had to guess at how I think he'd respond/react. My grade isn't listed below, so I chose the NH-III

ILSC

Not all supervisors are created equal. My current supervisor has excellent talent at creating a motivated, positive atmosphere.

I'm not saying she doesn't have any. I'm just saying that there has been so much change within our group and I am not sure if she has ever been in this situation and knows how to handle it. I haven't had a chance to see all of her strong points in action yet. I do think she has great potential. Just my opinion.

she is fairly new to the organization, as am I. Very good leader. I attribute any of the lower scores to higher leadership ineffectiveness.

BRAC cannot be a easy thing for any Supervisor but, My transition was very positive in a negative scenario and I owe it to my supervisor.

Marvin L. Elmore is an exceptional leader, and should be considered for further opportunities of growth in TACOM's organization.

Greater visibility of supervisor, consistency in messages and minimize redundancy of work.

Great Supervisor

He is team oriented and has the best interest of the organization at heart. I feel he creates an open and healthy work environment that is conducive to fair and equal treatment of all team members.

I recently moved due to BRAC. I think this survey is too early. I would rate my old supervisor in Rock Island as all 10's and perfect scores. I do not believe I can rate anyone that I currently work with fairly because I have not worked with them long enough.

The above leadership skills is very difficult to rank. I consider all of them very important. The best supervisors are those who can mold and form to each scenario and incident. they can attack and solve anything that comes their way. They are balanced and humble. They teach, mentor, train their people; not to only what they think but to give their people a sense of ownership and authority to do their own job. Great supervisors do not micromanage their people. Give the people a sense of freedom and self management, and address delinquency when it occurs. people function better sometimes when the supervisor is not hovering over them. Integrity, time/resource/change management, team building/mentoring, knowing how/when/and to who to delegate to, rewarding your people when they do a good job, etc... are all fundamental pieces that make good managers and leaders.

He's a great mentor.

Yes his name is Gerald Mitchell and he should be rewarded for outstanding leadership. Jerry always puts mission and people first.

Don't know what you mean by change management and not sure what emotional intelligence is. All these surveys are a waste of time. NOTHING is ever done. NOTHING ever changes. TACOM could be not only a great place to work, but really accomplish great things at a fraction of the cost IF the powers that be really wanted too., The powers need to come down and 'talk' to the lower echelons to hear what goes on. But there is so much corruption and favoritism, that I don't see how it will ever change. Believe me, I am not the minority in this feeling. Just one who will openly say something about it.

I have over 22 of 26 total years of supervisory experience while in the military. I feel as though some of these supervisors will do what it takes to make themselves look good in front of there leaders. Teach, Mentor and Coach is not part of there daily duties especially for the new hires. I would suggest some Leaders grooming and future leaders of tommorrow training as we need to build for the future not just today.

Currently my supervisor lacks poorly with time management, team building, communication, and rewarding. This supervisor has taken on too many programs that causing delays in certain contract actions to take place. I believe my supervisor is not effectively communicating this with the management which is poor communication on her part.

My Supervisor should actually be someone who knows all of the processes within our organization so that she can mentor those people working below her.

I don't see leadership being developed; I don't see opportunities within my organization to advance and there seems to be a bias on who is hired and at what grade they are brought in as. I can't make this point because I am not a minority.

People with no maintenance background shouldn't be put in a supervisory role over maintenance teams

I believe they should stop showing favoritism and hiring there friends or providing with 1 on their tapes.

More frequent communication to the group in order to alleviate rumors and speculation.

The lacking quality of higher management is the lack of initiative to make a decision because they know it is right. Most times they are concerned with if it is the answer their supervisor wants.

Many leaders here at TACOM is all about themselves. In all the leadership classes I have taken Mentoring is highly pushed. Also, respect for their employees is another problem I find in our leaders.

Prior to moving to Warren or leadership enabled employees to be productive in a fluid enviroment. Now that I am at Warren, I get somewhat frustrated with having to send routine job forms to Admin personnel.

TARDEC

I have a great relationship with my supervisor. It is a mutually respectful exchange based on trust, integrity and honesty. There is open communication and more importantly, little to no pre-judgment of actions. There is more of an inclination on both sides to find out the reason behind actions before putting a label on it. This is most likely a result of trust.

My supervisor is exemplary and one of the newest SES's in TARDEC. Most importantly she cares, especially about doing a good job with some integrity and is competent. She's one of a few supervisors in this organization who possess consistent, broad-based competence and the character to execute R&D worthy of the Soldier. None of your questions address whether supervisors understand the liability of their decision making. There are no consequences for poor decisions or behavior, especially as it relates to leading people. I have seen competence not only not rewarded, but punished, and incompetence, especially in supervision, promoted. How can a person who has never supervised more than 5 people be put in charge of 100 or even 1000 people? These persons hire lots of outside contractors and cost the organization and taxpayer a bundle.

I think rewarding is important and can be accomplished quite frequently with emails, positive feedback, etc. and my current supervisor (team leader) does this. Time management is important primarily so that it doesn't lead to everything being a crisis. My supervisor makes an attempt to filter some of the crazy requests that come to our group because of limited resources and also trying to keep the focus consistent.

Overall, an excellent leader with many good qualities!

I am fortunate to have the supervisor I have.

Supervisor have to have leadership skills first and technical skills second. Leaders have to know how to support rather than do.

Note, these answers are in regards to my supervisor, not my team leader.

Some of these questions don't make sense when compared to the answer choices.

Supervisor does not communicate or delegate. Assumes everyone knows everything that is going on. Does not know what I am working on unless I tell him, nor does he provide assignments.

Very poor delegation skills, program direction communication, and no department vision

Really surprised by how wishy-washy supervisor is, especially as a former military officer. Quite often sways to last idea expressed. Need to hold feet to fire to get programs executed, that does not happen here. It is not just my immediate supervisor, but up the chain as well within PM.

She sees the money source as the customer. She adopts the money sources short-term immediate vision instead of assisting in creating the vision/long-term strategy that they may not want to acknowledge or adopt.

Performance Appraisals are not indicative of true employee performance but rather employees are forced into a pre-determined score based on a pre-conceived notion of where everyone's scores should fall.

management can't just dictate that this is what they want done, they should explain the reasoning. Without explanations one can assume that they're hiding something.

A good smart team leader, but flies off the handle and ridicules me needlessly, Calls me bad names sometimes and doesn't apologize

My immediate supervisor is great. The odds of his being promoted are nil. The further up the food chain you go at TARDEC, the less capable the leadership. The men are morally deficient, the women have no vision or time management skills. Says a lot about the state of our nation.

Supervisor could lose the "I'm better than you" attitude.

Very poor leadership, comes in late leaves early, acts like a dictator, does not treat employees with respect